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ABSTRACT

A directory that provides information on institutions and international organizations engaged in research on higher education is presented to strengthen international cooperation. For each institution, the following information is provided: official institutional name, address, phone number and telex number, cable address, director or head, organization on which the institution depends administratively, the size of staff--total and professionals, main field of research, type of users for which the institution was established, objectives of the research carried out in the institution, whether the institution answers foreign inquiries, titles of periodical publications, titles of publications issued in the last 3-4 years, and major current themes of research. Both national and international institutions are included. English translations are given for publication titles that are not in English. In addition to the United States, Canada, and Israel, the following 25 European countries are covered: Austria, Belgium, Bulgaria, Czechoslovakia, Denmark, Finland, France, East Germany, West Germany, Greece, Hungary, Italy, Luxembourg, Netherlands, Norway, Poland, Portugal, Romania, Spain, Sweden, Switzerland, Turkey, U.S.S.R., United Kingdom, and Yugoslavia. (SW)

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International directory of higher education research institutions

Répertoire international des institutions de recherche sur l'enseignement supérieur

Repertorio internacional de instituciones de investigación sobre enseñanza superior

Международный справочник учреждений, ведущих исследования в области высшего образования

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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International directory of higher education research institutions

Prepared by the European Centre for Higher Education (CEPES)

Répertoire international des institutions de recherche sur l'enseignement supérieur

Préparé par le Centre européen pour l'enseignement supérieur (CEPES)

Repertorio internacional de instituciones de investigación sobre enseñanza superior

Preparado por el Centro Europeo para la Enseñanza Superior (CEPES)

Международный справочник учреждений, ведущих исследования в области высшего образования

Подготовлен Европейским центром по высшему образованию (СЕПЕС)

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Preface

In a time of change and development in higher education, a field of increasing importance is that of research having higher education as its object. More than an academic field of research, it is one which may throw light on the functioning and various aspects of the higher education sub-system and therefore be of great value for those responsible for its operation and development.

In the above context and among its thematic activities, the Unesco European Centre for Higher Education (CEPES) decided in 1979 to prepare, on the basis of returns to a questionnaire, an international directory providing comprehensive information on institutions and international organizations engaged in research on higher education in the European region, as defined by Unesco (all countries in geographical Europe, together with Canada, Israel and the United States of America).

The objective of the directory, the first one of this type, was mainly to provide information which will strengthen regional co-operation in research in this field and promote greater exchange of ideas and information between institutions, as well as between individual researchers. Hopefully, it may contribute towards harmonizing research activities relating to higher education and ensuring distribution of responsibilities among institutions engaged in this task. It may even possibly result in the initiation of joint research projects.

To obtain information for a directory of this type is a time-consuming task. As it was important that the publication be issued when the information is still valid and up-to-date, it was necessary to establish a deadline for receiving new entries. In spite of efforts to make the directory as comprehensive as possible, we are aware that some institutions and organizations may have been omitted.

The designations employed and the presentation of the material throughout the publication do not imply the expression of any opinion whatsoever on the part of Unesco concerning the legal status of any country or territory or of its authorities, or concerning the delimitations of any country or territory.

The Unesco European Centre for Higher Education is greatly indebted to the institutions who co-operated with us in providing relevant information. We are also grateful to the Unesco National Commissions in Member States which we called upon for assistance, and to our Liaison Officers who offered their invaluable assistance in securing information from their respective countries. We also express our gratitude to national and international governmental and non-governmental organizations, as well as to institutions and professionals who encouraged us to undertake the work and offered assistance in connection with the preparation of the *Directory*.

It is hoped that additional data will be made available to CEPES by the institutions concerned in order to correct, supplement, or bring up to date the information contained in

the present *Directory*, the text of which will be revised in a future issue. Such additional information should be addressed as follows:

European Centre for Higher Education,
Str. Stirbei Voda No. 39,
R-70732 BUCHAREST,
Romania.

Préface

Dans une période de changement et de développement dans l'enseignement supérieur, le domaine de la recherche sur cet enseignement prend une importance accrue. Plus qu'un domaine académique de recherche, il peut jeter de la lumière sur le fonctionnement et les divers aspects du sous-système d'éducation supérieure et représenter ainsi un élément de grande valeur pour les responsables de son activité et de son développement.

Dans le contexte ci-dessus, et au nombre de ses activités thématiques, le Centre européen pour l'enseignement supérieur de l'Unesco (CEPES) a décidé en 1979 de préparer, sur la base de réponses à un questionnaire, un répertoire international fournissant des données complètes sur les institutions et les organisations internationales engagées dans la recherche sur l'éducation supérieure dans la région Europe de l'Unesco (tous les pays de l'Europe géographique, ainsi que le Canada, les États-Unis d'Amérique et l'Israël).

L'objectif du répertoire, le premier de ce genre, était de fournir principalement des renseignements qui favoriseraient le renforcement de la coopération régionale en matière de recherche dans ce domaine et la promotion de plus larges échanges d'idées et d'informations entre les institutions ainsi qu'entre les chercheurs individuels. Ceci pourra contribuer, de façon heureuse, à harmoniser les activités de recherche liées à l'enseignement supérieur et assurer la répartition des responsabilités entre les institutions engagées dans cette tâche, et il est même possible que l'on aboutisse à un commencement de projets de recherche en commun.

Obtenir des renseignements pour un répertoire de ce genre est une tâche de longue haleine. Comme il était important que l'information soit toujours valable et à jour au moment de la parution du répertoire, il a fallu établir une date limite pour la réception des nouvelles données. En dépit des efforts fournis pour que ce répertoire soit aussi complet que possible, nous sommes conscients que quelques institutions et organisations aient pu être omises.

Les appelations employées dans cette publication et la présentation des données qui y figurent n'impliquent de la part de l'Unesco aucune prise de position quant au statut juridique des pays ou territoires, ou de leurs autorités, ni quant au tracé de leurs frontières.

Le Centre européen pour l'enseignement supérieur de l'Unesco (CEPES) tient à manifester sa reconnaissance aux institutions qui nous ont aidé à obtenir les renseignements recherchés. Nous remercions également les Commissions nationales pour l'Unesco dans les Etats membres, à qui nous avons demandé leur concours, et nos correspondants de liaison dont l'aide s'est avérée inestimable grâce aux informations obtenues dans leur pays respectifs. Nous exprimons également notre gratitude aux organisations nationales et internationales, aux organisations non gouvernementales, ainsi qu'aux institutions et aux spécialistes qui nous ont prodigué leurs encouragements lors de l'entreprise de cette tâche et qui nous ont offert leur concours pour la préparation de ce répertoire.

Nous espérons que le CEPES recevra des renseignements complémentaires émanant des institutions concernées afin de corriger, compléter ou mettre à jour les données contenues dans le présent répertoire dont le texte sera revisé lors d'une prochaine publication. Ces renseignements complémentaires devront être adressés à:

Centre européen pour l'enseignement supérieur (CEPES),
Rue Stirbei Noda N° 39,
R-70732 BUCAREST,
Roumanie.

Prefacio

En un período de cambio y de desarrollo en el campo de la enseñanza superior, la investigación en esta área adquiere una importancia creciente. Los cambios tecnológicos y socioeconómicos imponen nuevas exigencias a la enseñanza superior, los responsables de la toma de decisiones y de la planificación requieren más información de los investigadores y éstos a su vez necesitan intercambiar información entre ellos.

En este contexto y en relación con sus actividades sobre estos temas, el Centro Europeo para la Enseñanza Superior (CEPES) decidió, en 1979, preparar un repertorio internacional de instituciones y organizaciones dedicadas a la investigación sobre enseñanza superior en la región que la Unesco define como Europa. Esta región incluye todos los países situados dentro de los límites geográficos de Europa, así como Canadá, Israel y los Estados Unidos. Este *Repertorio*, el primero en su género, provee información detallada de las instituciones dedicadas a la investigación sobre enseñanza superior de los países de la región. La información sobre las organizaciones internacionales dedicadas a la cooperación internacional en este campo o que impulsan esta cooperación está en una sección aparte.

El objetivo principal de este *Repertorio* es brindar información que favorezca la cooperación regional en las investigaciones emprendidas e impulsar un intercambio creciente de ideas e informaciones entre instituciones así como entre investigadores individuales.

Las informaciones que figuran en este *Repertorio* se han obtenido por medio de un cuestionario enviado a las instituciones y organizaciones identificadas con las actividades del CEPES y de referencias dadas en publicaciones relacionadas con la enseñanza superior.

La obtención de información para un repertorio de este tipo implica un proceso de trabajo largo y cuidadoso. Dado que era importante que en el momento de la publicación del repertorio la información fuera válida y actual, fue necesario fijar una fecha límite para la recepción de datos. Nos hemos esforzado en hacer un repertorio completo, pero somos conscientes de que es posible que involuntariamente hayamos omitido ciertas instituciones u organizaciones.

Las designaciones empleadas y los datos que figuran en esta publicación, no suponen la expresión de un juicio por parte de la Unesco sobre la situación jurídica de un país o territorio, ni de sus autoridades, ni tampoco en lo concerniente a la delimitación de sus fronteras.

El Centro Europeo para la Enseñanza Superior se hace un deber manifestar su reconocimiento a las instituciones que colaboraron en la obtención de la información requerida. Agradecemos igualmente a las Comisiones Nacionales de Colaboración con la Unesco a quienes solicitamos apoyo, así como a nuestros funcionarios de enlace, cuya ayuda se manifestó inestimable al asegurar la información sobre sus respectivos países. Deseamos igualmente expresar nuestra gratitud a los organismos gubernamentales y otros, nacionales e internacionales, así como a las instituciones y a los especialistas que nos han impulsado a emprender esta tarea y han ofrecido su colaboración para la preparación de *Repertorio*.

Esperamos que las instituciones interesadas hagan llegar al CEPES las informaciones complementarias que permitirán corregir, completar o actualizar los datos contenidos en el presente *Repertorio*, cuyo texto será revisado para una próxima edición. Estas informaciones complementarias deberán enviarse a:

Centro Europeo para la Enseñanza Superior,
Stirbei Voda Nº 39,
R-70732 BUCAREST,
Rumania.

Предисловие

В условиях изменений и развития высшего образования его изучение приобретает все большее значение. Это более чем поле для академических исследований. Оно может пролить свет на само существо и различные аспекты подсистемы высшего образования и поэтому представит особую ценность для тех, кто руководит его деятельностью и развитием.

В связи с этим и учитывая направление своей деятельности, Европейский центр ЮНЕСКО по высшему образованию (СЕПЕС) принял в 1979 году решение подготовить на основе ответов на вопросник международный справочник, содержащий всеобъемлющую информацию об учреждениях и международных организациях, занятых изучением проблем высшего образования в Европейском регионе ЮНЕСКО (все страны Европейского континента, Израиль, Канада и Соединенные Штаты Америки).

Основная задача справочника, первого в своем роде, состоит в том, чтобы дать информацию, которая углубила бы кооперацию в регионе в исследованиях в этой области и способствовала бы более широкому обмену идеями и информацией между учреждениями и отдельными исследователями. Желательно, чтобы это способствовало согласованности исследовательской работы в отношении высшего образования и обеспечивало распределение обязанностей среди учреждений, выполняющих эти задачи. Это может даже привести к осуществлению совместных исследований.

Получение информации для подготовки справочника такого типа требует много времени. Очень важно, чтобы он был выпущен до того, как эта информация устареет, и поэтому был установлен предельный срок отправки ответов. Мы отдаем себе отчет в том, что, несмотря на все усилия сделать справочник как можно более полным, какие-то учреждения и организации могли быть опущены.

Европейский центр ЮНЕСКО по высшему образованию глубоко признателен учреждениям, которые сотрудничали с ним в предоставлении соответствующей информации. Мы благодарны также Национальным комиссиям ЮНЕСКО в странах-членах, к которым мы обратились за помощью, и уполномоченным по связи, внесшим неоценимый вклад в отправку нам информации из своих стран. Мы выражаем благодарность национальным и международным, правительственным и неправительственным организациям, так же как и учреждениям и специалистам, которые поддержали нас в этой работе и предложили свою помощь в подготовке справочника.

Желательно, чтобы соответствующие учреждения предоставили СЕПЕС дополнительную информацию для исправления, пополнения или обновления данных, содержащихся в справочнике, которая будет учтена в новом выпуске. Такая дополнительная информация должна направляться по следующему адресу:

European Centre for Higher Education,
Str. Stirbey Voda, 39,
R-70732 BUCHAREST,
Romania.

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Foreword:

RESEARCH ON HIGHER EDUCATION–THE STATE OF THE ART

This *Directory* reflects the remarkable growth of the field of research on higher education in recent times. Almost every country in Unesco's European Region has at least one centre or institute devoted to studies on higher education. A number of journals have emerged, and several publishers devote themselves actively to books on higher education. In a few countries, most notably the United States and Canada, higher education has become a recognized field of academic study at the level of the doctorate degree. In others, academic specialists on higher education flourish in a number of social science disciplines as well as in the field of educational studies.

The *Directory* provides a detailed 'map' of the development of research on higher education. According to this volume, a number of countries have well developed research centres and organizations concerned with post-secondary education. The United States, Canada and the United Kingdom along with the Federal Republic of Germany have built up impressive infrastructures. The *Directory* indicates that a number of other countries have a complex research apparatus. Among these nations are France, the Netherlands, Poland and Sweden. In some countries, research on higher education seems to be decentralized and housed mainly in university settings. In other countries, research is conducted by a single institute which is sometimes attached to a university, e.g. Institut für Hochschulbildung at the Humboldt University in Berlin. In short, as this *Directory* indicates, the configuration of research entreprises is diverse and varies substantially from country to country.

Origins

Higher education emerged as a field of study largely in response to the expansion and crises in universities and colleges in the post-1945 period, and particularly since the 1960s. Indeed, the establishment of CEPES as well as other international institutions and organizations reflect a growing concern with the future of higher education. The field developed not so much as an academic specialty but as an effort to provide solutions to pressing problems facing higher education. Thus, the area of higher education studies is not an academic discipline in the traditional sense, but is rather a multi-disciplinary field of inquiry bringing the insights of the social sciences to bear on higher education.

The field emerged also from the need to respond constructively to a new set of problems facing higher education, to provide data and analysis for those responsible for making decisions affecting higher education, and in some countries to train administrators for higher education institutions. In some cases, research centres emerged from individual universities concerned with gathering data about themselves. In the United States and the United Kingdom, this field is called institutional research, and many universities have research offices charges with data collection and planning. In other instances, government agencies and ministries responsible for higher education established research centres to provide data and

analysis on a national level, e.g. Poland and USSR. In many cases, academic institutions responded to government requests for assistance and funding was provided for research centres attached to universities but with key links to governmental agencies, e.g. Czechoslovakia, the German Democratic Republic and Federal Republic of Germany. In addition, a substantial number of individual scholars developed an interest in research on higher education as the topic grew in importance and social relevance.

A key to the growth of the field has been funding. As higher education has grown in importance in most countries and has been given ever larger fiscal resources, governments have been increasingly concerned about the operation and policies of higher education. Part of this concern has been translated into funds made available for research and data collection in an effort to provide insights into the growing problems facing higher education. A combination of funds from individual universities and colleges, from government agencies such as ministries of education, university grants committees and, in some countries, private foundations, has permitted the development of a significant research apparatus.

The field emerged largely from a concern about practical problems and the improvement of institutions and of educational practice. Theoretical orientations were of less importance. The literature on higher education reflects this applied orientation, as most of it is related to specific problems and developments. In general, scholars have applied the methodologies of the social sciences, particularly economics, sociology and to some extent psychology, to the study of higher education. While scholars in several countries have attempted to provide a broader and more theoretical framework to the field, it remains largely applied in its focus.

Comparative higher education

There has been a recent realization that international and comparative studies may yield useful insights to national higher education systems, and some emphasis has been given to comparative higher education. CEPES is a concrete example of this concern, and its efforts to provide information on a variety of countries and to bring together researchers and policy makers from different nations are examples of this growing international concern. The basic impetus for much of the interest in comparative higher education has been practical: what can be learned from the experience of other countries that can be useful in one's own situation? Post-secondary technical education in the German Democratic Republic may have implications for planning similar programmes in Belgium or Canada. The American experience with community colleges may be relevant in the United Kingdom or the Federal Republic of Germany. While it is seldom possible to transfer institutions or policies from one country to another, there are often valuable lessons to be learned from the experiences—successful and unsuccessful—of other nations. Since institutions of higher education have much in common, similar historical origins, similar functions, and similar organizational patterns, they lend themselves well to cross-national comparison.

It is therefore no coincidence if the third Conference of Ministers of Education of Member States of the Europe Region, which was organized by Unesco in Sofia in June 1980, revealed a keen interest on the part of delegates to exchange experiences, particularly in the field of higher education.

The problems that have affected universities in the post-war period have been similar throughout the industrialized world. The key issue has been expansion and how to deal with the increased numbers of students who have flooded post-secondary education. The proportion of the age group going on to higher education has doubled in many countries. While the

United States and Canada now send more than 40 per cent of the relevant age cohort to post-secondary education, many European countries have increased their proportions from as low as 5 to 15 per cent or more. Related to the issue of expansion has been the recognition in many countries that higher education plays a key role in a technological society. This has enhanced the prestige, and often the fiscal and other resources, of higher education institutions, but has also brought many additional responsibilities and roles. These issues, and others, can also be considered in cross-national perspective.

While an accepted methodology of comparative higher education has not emerged from the increased research and analysis evident in recent years, there is a growing awareness of the relevance of the comparative approach. Innovations in other countries are often considered by planning agencies, and there is interaction among scholars and policy makers from different countries. Cross-national studies remain largely oriented toward the solution of practical problems, but it is nonetheless clear that there is an awareness of the relevance of cross-national analysis. Further, there is a growing body of data which provides needed information for comparative discussion.

Implications of expansion

The implications of expansion of higher education go beyond coping with larger numbers of students and relate to the basic role of the university in modern technological societies. Higher education systems have doubled and tripled in size. New universities and other institutions have been established and curricula have been expanded. The following are a few of the issues raised by expansion:

The academic profession. What was once a cohesive, largely elitist and self-contained small group of scholars has grown less unified, more diverse and much larger. The profession has become bifurcated by specialties, bureaucratic structures, and by the very size of institutions.

Reform. Many innovations have been attempted in efforts to make institutions of higher education cope with expansion. In the Federal Republic of Germany, the Gesamthochschule was seen as a way of providing an appropriate organizational structure. In the United States multi-campus university systems were established to cope with large numbers of students. In the United Kingdom, many new institutions were built, including the innovative Open University. In France, when the academic system came to a halt after the 1968 disruptions, the universities were divided into many smaller units. These efforts have had varying success but were undertaken for the same basic underlying reason.

Bureaucracy. Academic institutions that were traditionally governed by an oligarchy of the senior professors and which had few bureaucratic structures have become large bureaucracies with a number of layers of academic governance and a new and growing group of professional administrators. Increases in size and functional complexity have made these new structures inevitable. Further, the efforts to 'democratize' academic governance in a number of countries have increased the complexity and size of the decision-making apparatus. The complexity of the governance process has diminished the sense of community. Without question, higher educational institutions in most countries have ceased to be small communities of scholars and have often become large-scale bureaucracies.

Student activism. While the cause and results of student political activism are complex and beyond the scope of this foreword, one of the key elements has been the increase in the size

of universities. The student body has become more diverse in terms of interests, social class origins and orientations. Students no longer feel themselves part of an elite community. The campus has ceased to be an 'ivory tower' and the problems of society are evident to many students. Living and studying conditions in higher education have, in many countries, deteriorated, and there is a growing dissatisfaction for these reasons. Students constitute a 'critical mass' for political activism and they are relatively easy to mobilize. Without question, the student activism apparent in the 1960s was at least in part a result of the expansion of higher education.

Now, with the era of rapid expansion coming to an end in many industrialized nations, higher education must cope with yet another implication of expansion. Higher education has taken growth for granted in recent years, and the current 'steady state' period has caused a different kind of readjustment. Qualified university teachers are unable to find employment in some countries. A rapid slackening of funding has caused strains on institutions used to increases. It is difficult for academics and administrators to deal with a decline in research funds, with lower prestige, with salaries that do not keep up with inflation, and the like. An implication of rapid expansion is, in a sense, the problem of dealing with an end to that expansion.

The network

With the growth of research on higher education and the development of the research centres listed in this *Directory* and of interest among academics, a network of communications in the field has been built up. This network has several related elements. The basic elements of the network are the research centres and agencies which produce data and analysis, and which constitute the largest group of individuals concerned with higher education studies. Personnel attached to these centres, as well as other academics located in traditional disciplines, conduct most of the research.

The *Directory* eloquently describes the nature of the research network. It is mainly concerned with the producers and disseminators of research. The international and regional organizations listed play a key role in the network. They sponsor cross-national research activities, conferences and publications. They also provide key links among the various national organizations and individual researchers. They range from quite substantial enterprises, such as, for example, the International Institute for Educational Planning in Paris, associated with Unesco, to the much smaller educational programme of the Commonwealth Secretariat in London.

If one were to describe the network, using the listings provided in this *Directory*, one can see a broad base of research centres, institutes and university departments which contribute to the development of research on higher education. Most of these organizations are small and concerned only with their own countries. This base of research institutions has been expanding rapidly in recent years, although with the present fiscal crisis of higher education in many countries there is likely to be a slowing of this growth. At the top of the pyramid are the regional and international organizations, which provide a co-ordination function and stimulate research which is of comparative relevance.

The other major element of the higher education research community are the users of research and analysis. Located in universities and colleges, in government ministries and other official bodies, and in international organizations, these individuals depend on the body of statistics, research and analysis that has generated in recent years. They often pro-

vide funding for the research, give direction to it, and support the centres in the universities and elsewhere. Research consumers are not usually interested in the development of the field of studies in higher education, but rather in the practical application of research findings and data. By their support of continuing research centres and offices, they indirectly contribute to the development of the field and a developing methodological sophistication. Through funding of specific research, they have brought social scientists into the field and have supported the development of a data base. For example, much of the research and writing on student activism in the 1960s was the result of funding by agencies concerned basically with understanding how to deal with political activism in higher education. This research support helped to build up impressive literature which has shed light on the nature of social movements, on the political dynamics within universities, and has helped to develop some theoretical perspectives on students. Thus, 'practical' and 'theoretical' research can be mutually supportive. The fact remains, however, that the users and funders of research on higher education are primarily concerned with practical and policy matters, and this has affected the nature and orientation of the field of higher education studies.

The existence of a network of research centres on higher education and the availability of funding for such centres has produced an informal network of communications in the field, both within nations and cross-nationally. A number of countries have established journals devoted to research on higher education, e.g. in the United Kingdom, *Studies in higher education* and *Education policy bulletin*. The *Canadian journal of higher education* covers Canada, *Dydaktyka szkoly wyższej* (Pedagogy of higher education) covers Poland, while in the United States, *The journal of higher education, Research in higher education, Educational record* and the *Review of higher education* all reflect the growth of higher education as a field of study. These are but a few of the nationally-oriented journals that focus almost exclusively on post-secondary education.

Comparative and international concerns are reflected in several key higher education journals as well. *Higher education* is a good example of an international venture. Published by the Dutch publishing company Elsevier, the journal is edited by a committee of scholars from Austria, France, the United Kingdom and the United States. Unesco's *Prospects* regularly publishes material on higher education. Another international journal is the *European journal of education*, published by the European Cultural Foundation's Institute of Education in Paris. International organizations such as the International Association of Universities (in its *Bulletin*), The Standing Conference of Rectors, Presidents and Vice-Chancellors of the European Universities (in its *CRE-Information*) and CEPES (in its *Higher education in Europe*) also contribute to the data base for the field. *Minerva*, an independent journal published in the United Kingdom, is one of the oldest and most respected journals on higher education. *Sovremennaya Vyssya Škola* (Contemporary higher education), published from Poland in Russian and translated in Cuba into Spanish, is another international journal.

In addition to these journals, several publishers and institutes have focussed on higher education and have contributed to communicating knowledge in the field. In the United States, Jossey-Bass Publishers has been most active and its 'New directions' series provide quarterly source materials in a variety of areas of higher education such as institutional research, community colleges and others. Praeger's book series in comparative education has focused on post-secondary education. In the United Kingdom, the Society for Research into Higher Education publishes a series of books on aspects of higher education. In the German Democratic Republic, the Institut für Hochschulbildung has an active publication programme which not only deals with the German Democratic Republic, but also with other socialist countries.

A large part of the publications on higher education which are not published as books or journals are difficult to obtain, since they are often published by government agencies or as reports which are not adequately distributed and not included in standard bibliographic sources. The difficulty in keeping abreast of current national publications remains a key problem in the dissemination of knowledge about higher education. At present, no adequate bibliographical sources appear on a regular basis which keep abreast of current literature in a diverse field of inquiry. The difficulty of access is particularly serious for the 'smaller' European languages. Sweden, through the Office of the Chancellor of the Universities, has published a number of key higher education documents in English translations, and a good deal of information concerning Dutch higher education appears in English. But access to materials on most smaller European countries and the socialist countries of Eastern Europe is very limited.

An informal network of researchers and policy makers also exists. Specialists on higher education meet at such meetings as the Lancaster higher education conferences, seminars sponsored by CEPES and other international bodies, through the auspices of the Organization for Economic Co-operation and Development (OECD) or the Council of Europe, and several other groups. Many of those engaged in work on higher education have personal contacts and are able to communicate informally.

Future trends

Without question, the development of higher education studies has been an impressive accomplishment in the past twenty years. The network of publications, the amount of data and analysis, the community of researchers and scholars and the recognition of the importance of the field by policy makers and government officials has been remarkable. Stimulated by crisis and growth, the field has developed many of the infrastructures of an academic discipline although methodological criteria have not been established.

It seems likely that, with the end of the period of very rapid growth for higher education in most countries, the field of research on higher education will also slow down. This may, however, be a positive development since it will give the field an opportunity to consider its own orientations and research agenda, and perhaps develop some common methodological directions. In an inherently multi-disciplinary area of study, it does not appear possible to develop rigid guidelines, as many researchers will rely on the orientations of their own disciplines. This also gives time to think about what are some of the key problems facing post-secondary education, free from some of the constraints of funding agencies with established priorities. A more dispassionate view of higher education may be helpful not only to the development of the field but for providing new perspectives on current problems.

There is an urgent need for better bibliographical information and better access to information concerning individual countries. Single-country research studies are often extremely valuable to the international community. In many cases, such studies are difficult to obtain even in the country of origin. It would also be helpful to have translations of important higher education reports and documents into English and French for wider use. A bibliographical service that could provide information on current materials on higher education emanating from various countries would be an important first step for providing access to a wider selection of the literature on higher education.

The higher education research community can identify key areas for research and can then focus attention, both in the national context and cross-culturally, on these topics. It would have been helpful if there were more co-ordination of research and perhaps even more

collaborative efforts. In the immediate future, such issues as the problems of the academic profession, the reform of the curriculum at the various levels of post-secondary education, the challenge of training administrative personnel for large academic institutions, and similar questions all require added research and analysis.

The problem of academic institutions dealing with a period of declining resources after unprecedented growth is also a matter of considerable importance. The growth of professional administrators in higher education is a matter of concern in many countries. As academic institutions grew, it was inevitable that an administrative body to operate the expanded universities and colleges also grew. In the United States, middle-level administrators are increasingly specifically trained for their positions in degree-granting higher education programmes in universities. Senior administrators still seem to come from the ranks of academics in the various disciplines. Few other countries have moved fully in the American direction, although concern is widespread for the appropriate training of academic administrators. In some countries, short-term courses and seminars are provided while in others, administrators are sent to informal seminars operated by the OECD and other international agencies. As professional administrative cadres become entrenched, it will be important to provide them with relevant training. In addition, many administrators can be brought into the network of research and analysis on higher education, at least as users of research.

It seems clear that awareness of the practical value of an international perspective will continue to grow. There is an important role to be played by institutions such as CEPES in strengthening this consciousness and in serving an international constituency with widely varying higher education problems and with different approaches to their solutions.

This *Directory* is an indication of the development of research on higher education in recent years. Existing centres or institutions and a number of international organizations have active research and publication programmes and well-qualified staff. Their data and analyses are utilized by those responsible for making key decisions on educational policy. The challenge now is to co-ordinate impressive national growth into some international coherence, to provide the links between national and regional activities, and to ensure that the valuable analysis done in individual countries is made available to a broader community. A network of expertise in the field of higher education is now in its early stages. This *Directory*, by providing information concerning national and international centres, institutions and organizations can help strengthen this network by assisting in the process of communication and should, hopefully, help foster more active and more systematic co-operation in research and, ultimately, in the development of higher education.

Philip G. Altbach,
Comparative Education Center,
State University of New York at Buffalo,
United States of America.

Avant-propos:

RECHERCHE SUR L'ENSEIGNEMENT SUPÉRIEUR – SITUATION ACTUELLE

Ce répertoire reflète la croissance remarquable de la recherche sur l'enseignement supérieur au cours des dernières années. Presque chaque pays de la Région Europe de l'Unesco a au moins un centre ou un institut qui se consacre à des études sur l'enseignement supérieur. Un certain nombre de revues sont apparues et plusieurs éditeurs s'emploient activement à publier des livres sur l'enseignement supérieur. Dans quelques pays et en particulier aux Etats-Unis et au Canada, l'enseignement supérieur est devenu un sujet reconnu d'étude académique, au niveau du doctorat. Dans d'autres pays, les spécialistes académiques de l'enseignement supérieur sont légion, dans un certain nombre de disciplines des sciences sociales de même que dans le domaine des études pédagogiques.

Le répertoire donne une «carte» détaillée du développement de la recherche sur l'enseignement supérieur. Cet ouvrage nous apprend qu'un certain nombre de pays ont considérablement développé leurs centres et organismes de recherche en matière d'enseignement au niveau tertiaire. Les Etats-Unis, le Canada, le Royaume-Uni et la République fédérale d'Allemagne ont mis en place des infrastructures impressionnantes. Le répertoire indique qu'un certain nombre d'autres pays ont maintenant un appareil de recherche complexe. Parmi ces pays, on peut citer la France, les Pays-Bas, la Pologne et la Suède. Dans certains pays, la recherche sur l'enseignement supérieur semble être décentralisée et se situer principalement dans le cadre des universités. Dans d'autres, la recherche est réalisée par un seul institut parfois rattaché à une université, par exemple l'Institut für Hochschulbildung de l'Université Humboldt à Berlin. En bref, comme le montre ce répertoire, la configuration des organismes de recherche est diverse et varie sensiblement d'un pays à l'autre.

Origines

L'enseignement supérieur est devenu un domaine d'étude en grande partie comme réponse à l'expansion et à la crise des universités et collèges après 1945, et plus particulièrement depuis les années 1960. La mise en place du CEPES et d'autres institutions et organismes internationaux correspondant à une préoccupation croissante sur l'avenir de l'enseignement supérieur, le domaine s'est développé non pas tellement en tant que spécialité académique mais pour trouver des solutions aux problèmes pressants auxquels est confronté l'enseignement supérieur. Les études sur l'enseignement supérieur ne sont donc pas une discipline académique au sens traditionnel mais plutôt un domaine de recherche interdisciplinaire introduisant les approches des sciences sociales dans l'enseignement supérieur.

Ce domaine découle des besoins de répondre de façon constructive à un nouvel ensemble de problèmes auxquels se heurte l'enseignement supérieur, de fournir des informations et des analyses aux responsables chargés de prendre des décisions touchant l'enseignement

supérieur et, dans le cas de certains pays, de former des administrateurs pour les institutions d'enseignement supérieur. Dans certains cas, les centres de recherche sont issus d'universités individuelles; ils ont pour but de rassembler des données les concernant. Aux Etats-Unis et au Royaume-Uni, ce domaine est appelé recherche institutionnelle et de nombreuses universités ont des bureaux de recherche chargés de recueillir les éléments d'information ainsi que de planification. Dans d'autres cas, les organismes gouvernementaux et les ministères responsables de l'enseignement supérieur ont établi des centres de recherche chargés de fournir des données et des analyses sur le plan national, par exemple la Pologne et l'URSS. Dans de nombreux cas, les institutions académiques ont répondu à la demande d'aide formulée par les gouvernements et des fonds ont été alloués pour la mise en place de centres de recherche rattachés à des universités mais ayant des liens essentiels avec les organismes gouvernementaux, par exemple en Tchécoslovaquie, en République fédérale d'Allemagne et en République démocratique allemande. En outre, un nombre important de spécialistes se sont intéressés individuellement à la recherche sur l'enseignement supérieur au fur et à mesure que l'importance et la pertinence sociale de ce sujet grandissaient.

Une des clés de la croissance de ce domaine a été le financement. Au fur et à mesure que, dans la plupart des pays, l'enseignement supérieur devenait plus important et qu'on lui consacrait des ressources budgétaires de plus en plus élevées, les gouvernements se sont de plus en plus préoccupés du fonctionnement et des politiques de l'enseignement supérieur. Ce souci s'est en partie traduit par l'attribution de fonds aux activités de recherche et de compilation des données pour essayer d'appréhender les problèmes croissants auxquels est confronté l'enseignement supérieur. Grâce à des fonds d'origines diverses, par exemple des universités et collèges individuels, des organismes d'Etat tels que des ministères de l'éducation, des comités de subvention universitaires, et dans certains pays, des fondations privées, il a été possible de développer un appareil de recherche important.

Cette recherche découle en grande partie d'un souci de résoudre des problèmes pratiques et d'améliorer les institutions et la pratique pédagogique. Les orientations théoriques étaient moins importantes. Les documents publiés sur l'enseignement supérieur reflètent cette orientation puisque la plupart d'entre eux traitent de développements et de problèmes particuliers. En général, les spécialistes ont appliqué les méthodologies des sciences sociales, en particulier l'économie, la sociologie et, dans une certaine mesure, la psychologie, à l'étude sur l'enseignement supérieur. Alors que les spécialistes dans plusieurs pays ont essayé de donner à cette étude un champ plus étendu et plus théorique, elle reste en fait encore largement dans son cadre étroit.

L'enseignement supérieur comparé

On s'est récemment rendu compte que des études internationales et comparées pouvaient donner un aperçu utile des systèmes nationaux d'enseignement supérieur et on a accordé une certaine importance à l'enseignement supérieur comparé. L'établissement du CEPES et ses efforts pour fournir des informations sur des pays divers et pour réunir les chercheurs et les responsables chargés de définir les politiques de diverses nations sont des exemples de ce souci croissant au plan international. L'impulsion fondamentale à l'origine d'une grande partie de l'intérêt manifesté pour l'enseignement supérieur comparé est d'ordre pratique: quelle leçon utile pour soi-même peut-on tirer de l'expérience d'autres pays? On peut s'inspirer de l'enseignement technique supérieur de la République démocratique allemande pour prévoir des programmes semblables en Belgique ou au Canada. L'expérience américaine en matière de collèges communautaires (*community colleges*) peut être applicable au Royaume-

Uni ou en République fédérale d'Allemagne. Alors qu'il est rarement possible de transférer des institutions et des politiques d'un pays à l'autre, on peut souvent tirer un enseignement utile des expériences — réussies ou non — d'autres Etats. Etant donné que les institutions d'enseignement supérieur ont beaucoup en commun, à savoir leurs origines historiques, leurs fonctions et leur organisation, elles se prêtent bien à une comparaison plurinationale.

Ce n'est donc pas une coïncidence si la 3e Conférence des ministres de l'éducation des Etats membres de la Région Europe, organisée par l'Unesco à Sofia en juin 1980, a mis en lumière le grand intérêt manifesté par les délégués pour l'échange d'expériences, en particulier dans le domaine de l'enseignement supérieur.

Les problèmes qui ont touché les universités pendant l'après-guerre ont été les mêmes dans tout le monde industrialisé. Le point clé a été l'expansion et la nécessité de faire face au nombre croissant d'étudiants qui ont envahi l'enseignement au niveau tertiaire. La proportion du groupe d'âge entrant dans l'enseignement supérieur a doublé dans de nombreux pays. Alors que les Etats-Unis et le Canada envoient encore plus de 40% d'étudiants du groupe d'âge correspondant dans l'enseignement supérieur, dans de nombreux pays européens la proportion est passée d'un chiffre aussi bas que 5% à 15% ou plus. Liée au problème de l'expansion a été la reconnaissance par de nombreux pays du rôle clé joué par l'enseignement supérieur dans une société technologique. Cela a augmenté le prestige, et souvent les ressources fiscales et autres, des institutions de l'enseignement supérieur; mais cela a aussi entraîné une forte augmentation des responsabilités et des rôles. On peut également examiner ces problèmes et d'autres dans une perspective plurinationale.

Bien qu'aucune méthodologie reconnue de l'enseignement supérieur comparé ne soit sortie de l'augmentation des recherches et des analyses de ces dernières années, il y a une prise de conscience de la pertinence de l'approche comparative. Les organismes de planification tiennent souvent compte des innovations dans d'autres pays et il y a des interactions entre spécialistes et responsables des politiques de différents pays. Les études plurinationales restent largement orientées vers la solution de problèmes pratiques, mais il est néanmoins clair qu'il y a une prise de conscience de la pertinence de l'analyse plurinationale. En outre, il y a une masse croissante de données qui fournit des renseignements pour les discussions comparatives.

Implications de l'expansion

Les implications de l'expansion de l'enseignement supérieur ne se limitent pas à trouver une solution au nombre croissant d'étudiants mais sont liées au rôle fondamental de l'université dans les sociétés technologiques modernes. La dimension des systèmes d'enseignement supérieur a doublé et triplé. On a mis en place de nouvelles universités et d'autres institutions et on a élargi les programmes. Voici quelques-uns des problèmes soulevés par l'expansion.

La profession académique. Ce qui était autrefois un petit groupe cohérent de savants, fortement élitiste et autonome, est devenu un groupe plus important, moins unifié et plus diversifié. La profession s'est ramifiée en raison des spécialités, des structures bureaucratiques et aussi de la dimension même des institutions.

Réforme. On a introduit de nombreuses innovations pour essayer de permettre aux institutions de l'enseignement supérieur de faire face à l'expansion. En République fédérale d'Allemagne, on a vu dans la *Gesamthochschule* le moyen de mettre en place une organisation

structurée appropriée. Aux Etats-Unis, on a introduit les systèmes universitaires à plusieurs campus pouvant recevoir un nombre important d'étudiants. Au Royaume-Uni, on a construit de nombreuses institutions nouvelles, y compris l'Université ouverte (*Open University*) qui constitue une innovation. En France, lorsque le système académique a connu un arrêt après les interruptions de 1968, on a divisé les universités en un grand nombre d'unités plus petites. Ces efforts ont connu un succès variable mais ils ont été entrepris pour la même raison fondamentale.

Bureaucratie. Les institutions académiques, qui étaient traditionnellement gouvernées par une oligarchie de professeurs-doyens et qui avaient peu de structures bureaucratiques, sont devenues des bureaucraties importantes avec un certain nombre de niveaux de contrôle académique et avec un groupe nouveau et croissant d'administrateurs professionnels. Ces nouvelles structures ont été rendues inévitables par l'accroissement de l'importance et de la complexité fonctionnelles. En outre, les efforts faits pour «démocratiser» la direction académique dans un certain nombre de pays ont augmenté la complexité et l'importance du dispositif de prise de décisions. La complexité du processus de contrôle administratif a affaibli le sens de la communauté. Il n'y a aucun doute que, dans la plupart des pays, les institutions d'enseignement supérieur ont cessé d'être de petites communautés de professeurs pour devenir des bureaucraties à grande échelle.

Activisme des étudiants. Alors que la cause et les résultats de l'activisme politique estudiantin sont complexes et sortent du cadre de cet avant-propos, un des éléments clé a été l'augmentation de l'importance des universités. Le corps estudiantin est devenu plus diversifié en matière d'intérêts, d'origines sociales et d'orientation. Les étudiants ne se considèrent plus comme faisant partie d'une élite. Le campus a cessé d'être une tour d'ivoire et de nombreux étudiants sont conscients des problèmes de la société. Les conditions de vie et d'étude dans l'enseignement supérieur se sont détériorées dans de nombreux pays et cela entraîne un mécontentement croissant. Les étudiants constituent une «masse critique» pour l'activisme politique et il est relativement facile de les mobiliser. Sans aucun doute, l'activisme estudiantin des années 60 était dû, du moins en partie, à l'expansion de l'enseignement supérieur.

Maintenant que l'ère d'expansion rapide est sur le point de se terminer dans de nombreuses nations industrialisées, l'enseignement supérieur doit faire face à une autre implication de celle-ci. Au cours des dernières années, l'enseignement supérieur a considéré la croissance comme acquise et la période «stationnaire» actuelle a entraîné un réajustement d'une nature différente. Dans certains pays, des professeurs d'université qualifiés ne peuvent pas trouver de poste. Une diminution des fonds a imposé des contraintes à des institutions habituées aux augmentations. Il est difficile aux professeurs et aux administrateurs de faire face à la diminution des fonds consacrés à la recherche, à la diminution du prestige, aux salaires qui ne suivent pas l'inflation, etc. Une implication d'une expansion rapide est, dans un sens, le problème de savoir comment faire face à la fin de cette expansion.

Le réseau

Conjointement à la croissance de la recherche sur l'enseignement supérieur et au développement des centres de recherche énumérés dans ce répertoire et intéressant les professeurs universitaires, on a établi un réseau de communication au niveau des chercheurs. Ce réseau comporte plusieurs éléments liés entre eux. Les éléments de base de ce réseau sont les centres et organismes de recherche qui fournissent les données et les analyses et qui constituent le

groupe le plus important de personnes s'occupant d'études sur l'enseignement supérieur. Le personnel attaché à ces centres, ainsi que d'autres universitaires situés dans des disciplines traditionnelles effectuent la plus grande partie des recherches.

Le répertoire décrit de façon éloquente la nature du réseau de recherche. Il traite essentiellement des producteurs et des disséminateurs de la recherche. Les organismes nationaux et internationaux énumérés dans le répertoire jouent un rôle clé dans le réseau. Ils prennent en charge les recherches plurinationales, les conférences et les publications. Ils constituent également un lien fondamental parmi les divers organismes nationaux et les chercheurs individuels. Ces organismes vont de l'entreprise très importante, telle que l'Institut international pour la planification de l'éducation à Paris, qui est rattaché à l'Unesco, au programme éducatif bien plus réduit du Secrétariat au Commonwealth à Londres.

Si on veut décrire le réseau en utilisant les listes fournies par ce répertoire, on voit une large base de centres de recherche, d'instituts et de départements universitaires qui contribuent au développement de la recherche sur l'enseignement supérieur. La plupart de ces organismes sont petits et s'occupent seulement de leur propre pays. Cette base d'institutions de recherche s'est rapidement développée ces dernières années, bien qu'il faille s'attendre à un ralentissement de cette croissance dans de nombreux pays en raison de la crise financière actuelle dans l'enseignement supérieur. En haut de la pyramide, se trouvent les organismes régionaux et internationaux qui assurent un rôle de coordination et stimulent la recherche utile pour l'analyse comparative.

Les autres principaux éléments de la communauté de recherche sur l'enseignement supérieur sont les utilisateurs de la recherche et des analyses. Ces individus, qui se trouvent dans les universités et collèges, dans les ministères et autres services officiels, ainsi que dans les organismes internationaux sont tributaires de l'ensemble de statistiques, recherches et analyses qui est apparu au cours des dernières années. Ils financent souvent la recherche, lui donnent sont orientation et entretiennent les centres dans les universités et ailleurs. Les utilisateurs de la recherche ne sont généralement pas intéressés par le développement du champ des études sur l'enseignement supérieur, mais plutôt par l'application pratique des données et des résultats de la recherche. En donnant leur appui aux bureaux et aux centres de recherche permanente, ils contribuent indirectement au développement de ce domaine et d'une méthodologie sophistiquée. En finançant des recherches particulières, ils ont introduit les spécialistes des sciences sociales dans le domaine et ont favorisé le développement d'une base de données. Par exemple, une grande partie de la recherche et des écrits sur l'activisme des étudiants dans les années 1960 a été financée par des organismes dont le souci fondamental était de comprendre comment il fallait aborder l'activisme politique dans l'enseignement supérieur. Cet appui donné à la recherche a permis de constituer une documentation impressionnante qui a mis en lumière la nature des mouvements sociaux et la dynamique politique dans les universités; il a également favorisé le développement de certaines perspectives théoriques sur les étudiants. La recherche «pratique» et la recherche «théorique» peuvent donc ainsi s'appuyer l'une sur l'autre. Il n'en demeure pas moins que les utilisateurs et les fondateurs de la recherche sur l'enseignement supérieur sont principalement intéressés par les problèmes pratiques et les politiques, ce qui a influencé la nature et l'orientation des études sur l'enseignement supérieur.

L'existence d'un réseau de centres de recherche sur l'enseignement supérieur et la disponibilité de fonds pour ces centres ont entraîné la création d'un réseau non officiel de communication au niveau des chercheurs, à la fois sur le plan national et sur le plan plurinational. Dans un certain nombre de pays, on a lancé des revues consacrées à la recherche sur l'enseignement supérieur: par exemple au Royaume-Uni, *Studies in higher education* et

Education policy bulletin. Le *Canadian journal of higher education* couvre le Canada, *Dydaktyka Szkoły Wyższej* [Pédagogie de l'enseignement supérieur] couvre la Pologne, tandis qu'aux Etats-Unis les revues *Journal of higher education, Research in higher education, Educational record* et *Review of higher education* reflètent toutes une croissance de l'enseignement supérieur en tant que domaine d'étude. Ce ne sont que quelques-unes des revues à caractère national qui se consacrent presque exclusivement à l'enseignement au niveau tertiaire.

L'approche comparative et internationale se retrouve dans plusieurs revues majeures de l'enseignement supérieur. *Higher education* est un bon exemple d'entreprise internationale; publiée par la compagnie d'édition hollandaise Elsevier, cette revue est rédigée par un comité de spécialistes venant d'Autriche, des Etats-Unis, de France et du Royaume-Uni. La revue de l'Unesco *Perspectives* publie régulièrement des articles sur l'enseignement supérieur. Une autre revue internationale est l'*Enseignement supérieur en Europe* publiée par l'Institut de l'éducation à Paris, institut rattaché à la Fondation culturelle européenne. Des organismes internationaux tels que l'Association internationale des universités (dans son *Bulletin*), la Conférence permanente des recteurs, présidents et vice-chanceliers des universités européennes (dans son *CRE-Information*) et le CEPES (dans son *Higher education in Europe*) apportent également leur contribution aux données de base. *Minerva*, une revue indépendante publiée au Royaume-Uni, est une des revues sur l'enseignement supérieur les plus anciennes et les plus considérées. *Sovremennaya Vysshaya Škola* [Enseignement supérieur contemporain], publiée en Pologne en langue russe et traduite en espagnol à Cuba, est une autre revue internationale.

En plus de ces revues, plusieurs éditeurs et instituts se sont concentrés sur l'enseignement supérieur et ont contribué à la diffusion des connaissances dans ce domaine. Aux Etats-Unis, les éditions Jossey-Bass ont été très actives et leur collection trimestrielle *New directions* fournit des informations sur une variété de domaines de l'enseignement supérieur telles que les institutions de recherche, les collèges communautaires (*community colleges*) et autres. La série de livres de Praeger sur l'enseignement comparé s'est concentrée sur l'enseignement au niveau tertiaire. Au Royaume-Uni, la Society for Research into Higher Education publie une série de livres sur les divers aspects de l'enseignement supérieur. En République démocratique allemande, l'Institut für Hochschulbildung a un programme actif de publications traitant non seulement de la RDA mais aussi d'autres pays socialistes.

Une grande partie des publications sur l'enseignement supérieur, autres que livres et revues, est difficile à trouver car ces ouvrages sont publiés par des organismes d'Etat ou sous forme de rapports qui ne sont pas convenablement diffusés et ne sont pas inclus dans les bibliographies classiques. La difficulté de rester au courant des diverses publications nationales demeure un problème capital en matière de diffusion des connaissances sur l'enseignement supérieur. Actuellement, il ne paraît aucune bibliographie régulière appropriée relative à la documentation courante existant sur ce domaine diversifié de recherche. La difficulté d'accès est particulièrement sérieuse pour les langues européennes secondaires. La Suède, par l'intermédiaire du Bureau du Chancelier des universités a publié, dans leur traduction anglaise, un certain nombre de documents fondamentaux sur l'enseignement supérieur. Une bonne partie des écrits sur l'enseignement supérieur aux Pays-Bas est également publiée en anglais. L'accès aux écrits publiés sur la plupart des petits pays européens et sur les pays socialistes de l'Europe de l'Est est très limité.

Il existe également un réseau non officiel de chercheurs et de responsables chargés de définir les politiques. Les spécialistes de l'enseignement supérieur se retrouvent par exemple aux conférences sur l'enseignement supérieur de Lancaster, aux séminaires patronnés par le

CEPES et d'autres organismes internationaux, notamment l'Organisation de coopération et de développement économiques et le Conseil de l'Europe. Beaucoup de personnes engagées dans des travaux sur l'enseignement supérieur ont des contacts personnels et peuvent communiquer de façon informelle.

Tendances pour l'avenir

Sans aucun doute, le développement des études sur l'enseignement supérieur constitue une réalisation impressionnante des vingt dernières années. Le réseau de publications, la quantité de données et d'analyses, la communauté des chercheurs et des professeurs et la reconnaissance de l'importance de ce domaine par les responsables chargés de décider les politiques et par les gouvernements ont été remarquables. Stimulé par la crise et la croissance, ce domaine a entraîné le développement d'un grand nombre d'infrastructures d'une discipline académique bien que les critères méthodologiques n'aient pas été encore établis.

Il semble probable, avec la fin de la période de croissance accélérée de l'enseignement supérieur dans de nombreux pays, que les recherches sur ce type d'enseignement se ralentiront. Cela pourrait cependant être une bonne chose car serait fournie l'occasion à ce domaine de réfléchir à ses propres orientations et à son programme de recherche et, peut-être, de mettre au point certaines directives communes en matière de méthodologie. Dans un domaine d'étude qui est multidisciplinaire de par sa nature, il ne semble pas possible d'établir des règles rigides car de nombreux chercheurs s'appuieront sur les orientations de leur propre discipline. Cela permet également de réfléchir aux problèmes clés auxquels est confronté l'enseignement au niveau tertiaire, une fois débarrassé de certaines des contraintes imposées par des organismes de financement aux priorités bien établies. Il peut être utile d'avoir une vue plus impartiale de l'enseignement supérieur, non seulement pour le développement de ce domaine mais aussi en vue de nouvelles perspectives sur les problèmes actuels.

Il est urgent d'avoir une meilleure information bibliographique et un meilleur accès aux renseignements concernant des pays particuliers. Les recherches sur un pays individuel sont souvent extrêmement précieuses pour la communauté internationale. Dans de nombreux cas, il est difficile de se procurer ces études, même dans le pays d'origine. Il serait aussi utile d'avoir des traductions en anglais et en français de documents et rapports importants sur l'enseignement supérieur afin d'élargir leur utilisation. La mise en place d'un service bibliographique pouvant fournir des renseignements sur les derniers documents sur l'enseignement supérieur parus dans divers pays serait un premier pas important en vue d'obtenir l'accès à un plus grand choix de documents sur l'enseignement supérieur.

La communauté de recherche sur l'enseignement supérieur peut identifier des zones majeures pour la recherche et se concentrer alors sur ces sujets, à la fois sur les plans national et plurinational. Il aurait été bon d'avoir une meilleure coordination de la recherche et peut-être même une meilleure collaboration. Des problèmes tels que la profession académique, la réforme des programmes aux divers niveaux de l'enseignement tertiaire, le défi posé par la formation d'administrateurs pour des institutions académiques de grandes dimensions et autres questions semblables exigent tous une recherche et une analyse complémentaires. Le problème posé aux institutions académiques par la diminution des ressources après une croissance sans précédent est également très important. L'augmentation du nombre des administrateurs professionnels dans l'enseignement supérieur est aussi un sujet d'inquiétude dans de nombreux pays. Au fur et à mesure que les institutions académiques grandissaient, il était inévitable que le corps gérant ces collèges et universités en expansion

grandisse lui aussi. Aux Etats-Unis, dans les programmes d'enseignement supérieur aboutissant à un diplôme, les administrateurs moyens reçoivent de plus en plus une formation spécialisée pour la position qu'ils occupent. Les administrateurs de rang supérieur semblent toujours être issus des rangs des professeurs dans diverses disciplines. Peu de pays se sont lancés totalement dans la même voie que l'Amérique, bien que la formation appropriée des administrateurs académiques soit un souci général. Dans certains pays, les administrateurs suivent un enseignement de cycle court et des séminaires tandis que, dans d'autres, ils suivent des séminaires non officiels dirigés par l'OCDE et d'autres organismes officiels. Au fur et à mesure que s'implantent les cadres administratifs professionnels, il devient important de leur assurer une formation appropriée. En outre, on peut faire entrer de nombreux administrateurs dans le réseau de recherche et d'analyse sur l'enseignement supérieur, au moins en tant qu'utilisateurs.

Il semble clair que la prise de conscience de la valeur pratique d'une perspective internationale va continuer à croître. Les institutions telles que le CEPES ont un rôle important à jouer dans le renforcement de cette prise de conscience et dans le service d'une «clientèle» internationale ayant des problèmes d'enseignement supérieur très différents et des approches variées en vue de leur solution.

Ce répertoire est un indice du développement de la recherche sur l'enseignement supérieur au cours des dernières années. Les institutions ou centres existants et un certain nombre d'organismes internationaux ont des programmes approfondis de recherches et de publications, ainsi qu'un personnel très qualifié. Leurs données et leurs analyses sont utilisées par les responsables chargés de prendre les décisions capitales en matière de politique pédagogique. Le problème maintenant est de coordonner une croissance nationale impressionnante en une sorte de cohérence internationale, afin d'établir des liens entre les activités nationales et régionales et afin de s'assurer que l'analyse précieuse faite dans les divers pays est mise à la disposition d'une communauté élargie. Il existe maintenant un réseau de connaissances techniques dans le domaine de l'enseignement supérieur mais il en est encore à ses débuts. Ce répertoire, en fournissant des renseignements sur les organismes, institutions et centres nationaux et internationaux peut aider à renforcer ce réseau en contribuant au processus de communication; on espère également que ce répertoire favorisera une coopération plus active et plus systématique dans la recherche et, enfin, dans le développement de l'enseignement supérieur dans la région.

Philip G. Altbach,
Comparative Education Center,
State University of New York at Buffalo,
Etats-Unis d'Amérique.

Introducción:

INVESTIGACIÓN SOBRE ENSEÑANZA SUPERIOR – SITUACIÓN ACTUAL

Este *Repertorio* refleja el notable crecimiento en el campo de la investigación sobre enseñanza superior realizado en los últimos tiempos. Casi todos los países de la región Europa de la Unesco tienen por lo menos un centro o un instituto consagrado al estudio de la enseñanza superior. Han aparecido revistas dedicadas a la enseñanza superior y varios editores publican libros sobre el tema. En algunos países, en particular en Estados Unidos y Canadá, la enseñanza superior es un tema de estudio académico a nivel de doctorado. En otros países los especialistas universitarios en enseñanza superior son numerosos, en disciplinas dentro de las ciencias sociales así como en el campo de los estudios pedagógicos.

El *Repertorio* brinda un panorama detallado del desarrollo de la investigación en enseñanza superior. Esta obra nos muestra que un cierto número de países ha desarrollado considerablemente sus centros y organismos de investigación en materia de enseñanza a nivel terciario. Estados Unidos, Canadá y el Reino Unido, así como la República Federal de Alemania, han desarrollado infraestructuras impresionantes. Otros países tienen un aparato de investigación complejo. Entre ellos pueden citarse Francia, los Países Bajos, Polonia y Suecia. En algunos países, la investigación sobre enseñanza superior parece estar descentralizada y situarse principalmente en el marco de las universidades. En otros, la investigación es realizada por un solo instituto, a veces ligado a una Universidad, por ejemplo el Institut für Hochschulbildung de la Universidad de Humboldt en Berlín. Finalmente, como lo muestra este *Repertorio* la configuración de los organismos de investigación varía de un país a otro.

Orígenes

El estudio de la enseñanza superior surgió en respuesta a la expansión y crisis de las universidades y colegios en el período que siguió a 1945, y particularmente a partir de 1960. La creación, tanto del CEPES como de otras instituciones y organizaciones internacionales refleja una preocupación creciente con respecto al futuro de la educación superior. El área se desarrolló no tanto como una especialidad académica sino como un esfuerzo por brindar soluciones a problemas acuciantes que enfrentaba la enseñanza superior. Los estudios sobre enseñanza superior no son una disciplina académica propiamente dicha, sino más bien un campo de investigaciones interdisciplinarias que introduce la visión de las ciencias sociales en la enseñanza superior.

Este campo de estudio surgió también a partir de la necesidad de responder constructivamente a nuevos problemas que se planteaban en la enseñanza superior, para proporcionar información y análisis a los responsables de las decisiones concernientes a la misma y, en algunos países, con el fin de entrenar administradores para las instituciones de enseñanza

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superior. En algunos casos surgieron centros de investigación en universidades preocupadas por obtener información acerca de ellas mismas. En los Estados Unidos y el Reino Unido, este campo se llama investigación institucional, y muchas universidades tienen oficinas de investigación encargadas de la recopilación de información así como del planeamiento. En otros casos, agencias gubernamentales y ministerios responsables de la enseñanza superior, establecieron centros de investigación con el fin de proporcionar información y análisis a nivel nacional, como por ejemplo en Polonia y la URSS. En muchos casos, fueron instituciones académicas quienes respondieron a la demanda oficial de asistencia y se financiaron centros de investigación dependientes de universidades pero vinculadas directamente a organismos gubernamentales, como por ejemplo en Checoslovaquia, la República Federal de Alemania y la República Democrática Alemania. Además, a medida que aumentaba la importancia y la pertinencia social de este tema, un número importante de especialistas se ha interesado individualmente en la investigación sobre enseñanza superior.

Un aspecto clave del crecimiento de este campo ha sido la financiación. A medida que aumentaba la importancia de la enseñanza superior, en la mayoría de los países se le dedicaban fondos oficiales cada vez mayores, los gobiernos han ido incrementando el interés en su administración y política. Parte de esta preocupación se ha traducido en proporcionar fondos para investigación y recopilación de datos, en un esfuerzo por comprender los crecientes problemas de la enseñanza superior. Una combinación de fondos provenientes de universidades, colegios y organismos gubernamentales tales como ministerios de educación, comités de subvención universitaria, y en algunos países, fundaciones privadas, ha permitido el desarrollo de un importante aparato de investigación.

Estas investigaciones tienen su origen en una preocupación por resolver problemas prácticos y mejorar las instituciones y la práctica educacional. Las orientaciones teóricas nunca fueron consideradas al mismo nivel de importancia. Los documentos publicados sobre enseñanza superior reflejan esta orientación ya que la gran mayoría se relaciona a problemas específicos y particulares. En general, los especialistas han aplicado al estudio de la enseñanza superior, la metodología de las ciencias sociales, particularmente la economía, la sociología y hasta un cierto punto la psicología. Aunque los especialistas en varios países han tratado de proporcionar un marco más amplio y teórico, este campo todavía se limita a problemas específicos.

Enseñanza superior comparada

En estos últimos tiempos ha habido una toma de conciencia de que los estudios internacionales y comparados pueden producir conceptos útiles para los sistemas de educación superior nacional y se ha dado cierto énfasis al estudio de la enseñanza superior comparada. El CEPES es un ejemplo concreto de esta preocupación y sus esfuerzos por proporcionar información sobre diversos países y por agrupar investigadores y responsables de las políticas educacionales de los mismos son ejemplos de esta creciente preocupación internacional. El estímulo básico del interés actual en la enseñanza superior comparada ha sido pragmático: ¿qué puede ser útil de lo que surge en la experiencia de otros países para la solución de los propios problemas? La educación técnica terciaria en la República Democrática de Alemania puede proporcionar orientación para el planeamiento de programas similares en Bélgica o Canadá. La experiencia americana de colegios comunitarios («community colleges») puede ser utilizada en el Reino Unido o en la República Federal de Alemania. Mientras que es raramente posible transferir instituciones o políticas de un país al otro, hay a menudo valiosas lecciones para aprender de las experiencias exitosas y de los fracasos de otras

naciones. Como las instituciones de enseñanza superior tienen mucho en común, orígenes históricos similares, funciones y estructuras organizativas semejantes, se prestan con facilidad para la comparación internacional.

Por ello, no es una coincidencia que en la Tercera Conferencia de Ministros de Educación de Estados Miembros de la región Europa organizada por la Unesco en Sofía en junio de 1980, se revelara un agudo interés por parte de los delegados en intercambiar experiencias, particularmente en el campo de la enseñanza superior.

Los problemas que han afectado a las universidades en el período posterior a la guerra han sido similares en todo el mundo industrializado. El punto principal ha sido la expansión y cómo hacer frente al número creciente de estudiantes que han inundado la educación a nivel terciario. La proporción de estudiantes que ingresan a la enseñanza superior se ha duplicado en numerosos países. Mientras que en Estados Unidos y Canadá más del 40% de los estudiantes del grupo de edad correspondiente, acceden a la enseñanza superior, en numerosos países europeos la proporción se ha incrementado de un porcentaje más bajo, del 5 al 15 por ciento. Ligado al problema de la expansión se encuentra el reconocimiento brindado en numerosos países al papel clave que desempeña la enseñanza superior en una sociedad tecnológica. Esto ha aumentado el prestigio y a menudo los recursos fiscales, etc., de las instituciones de enseñanza superior, pero ha llevado igualmente a un fuerte aumento de las responsabilidades, Estos problemas pueden igualmente ser examinados como tantos otros en una perspectiva plurinacional.

Si bien no ha surgido ninguna metodología reconocida en la enseñanza superior como resultado de las investigaciones y de los análisis realizados en estos últimos años, hay una toma de conciencia de la pertinencia de un estudio comparativo. Los mecanismos de planificación tienen a menudo en cuenta las innovaciones llevadas a cabo en otros países y existen interacciones entre especialistas y responsables de las políticas de los diferentes países. Los estudios plurinacionales continúan en gran parte siendo orientados hacia la solución de problemas prácticos, pero es sin embargo claro que hay una toma de conciencia de la pertinencia de un análisis plurinacional. Por otra parte, hay una masa creciente de información para las discusiones comparativas.

Implicancias de la expansión

Las implicancias de la expansión de la enseñanza superior no se limitan a encontrar una solución al número creciente de estudiantes sino que se relacionan con el papel fundamental de la universidad en las sociedades tecnológicas modernas. Las dimensiones de los sistemas de enseñanza superior se han duplicado y triplicado. Se han abierto nuevas universidades u otras instituciones y se han ampliado los programas. Detallamos a continuación algunos de los problemas causados por la expansión:

La profesión académica. Lo que era anteriormente un grupo pequeño, cohesivo, fuertemente elitista y autónomo de especialistas, se ha expandido hasta convertirse en un grupo más importante, menos unificado y más diversificado. La profesión se ha ramificado en razón de la aparición de las especializaciones, las estructuras burocráticas y también a causa de las dimensiones mismas de las instituciones.

Reforma. Se han introducido numerosas innovaciones para que las instituciones de enseñanza superior pudieran hacer frente a la expansión. En la República Federal de Alemania se vio en la «Gesamthochschule» el medio para lograr una estructura organizativa apropiada. En los Estados Unidos se introdujeron sistemas universitarios con campus múltiples que

podían recibir un número importante de estudiantes. En el Reino Unido se han creado numerosas instituciones como la Universidad Abierta («Open University») que constituye una innovación. En Francia, cuando el sistema académico entró en crisis luego de los problemas de 1968, se dividió a las universidades en un gran número de unidades más pequeñas. Estos esfuerzos han alcanzado diversos grados de efectividad pero fueron realizados por las mismas razones fundamentales.

Burocracia. Las instituciones académicas que eran tradicionalmente gobernadas por una oligarquía de profesores y decanos y que albergaban pocas estructuras burocráticas, se han convertido en burocracias importantes con diferentes niveles de control académico y con un grupo nuevo y creciente de administradores profesionales. Estas nuevas estructuras se han vuelto imprescindibles en razón del incremento del tamaño y la complejidad funcional. Por otra parte, los esfuerzos hechos para democratizar la dirección académica en un cierto número de países han provocado un aumento en la complejidad y el tamaño del dispositivo de la toma de decisiones. La complejidad del proceso de control administrativo ha debilitado el sentimiento comunitario. No hay ninguna duda que en la mayor parte de los países las instituciones de enseñanza superior han dejado de ser pequeñas comunidades de profesores para convertirse en burocracias a gran escala.

Activismo estudiantil. Mientras que la causa y los resultados del activismo político estudiantil son complejos y trascienden el cuadro de esta introducción, uno de los elementos clave ha sido el aumento de la importancia de las universidades. El cuerpo estudiantil se diversificó en materia de intereses, de orígenes sociales y de orientación. Los estudiantes no se consideran más como formando parte de una élite. El recinto universitario ha dejado de ser una torre de marfil y numerosos estudiantes son conscientes de los problemas de la sociedad. Las condiciones de vida y de estudio en la enseñanza superior se han deteriorado en numerosos países y esto produce un creciente descontento. Los estudiantes constituyen una «masa crítica» para el activismo político que es relativamente fácil movilizar. Sin ninguna duda el activismo estudiantil de los años 60 fue debido, por lo menos en parte, a la expansión de la enseñanza superior.

Ahora que en numerosos países industrializados el período de expansión rápida está finalizando, la enseñanza superior debe hacer frente a otra consecuencia de este hecho. En el curso de los últimos años, la enseñanza superior consideró el crecimiento como un fenómeno permanente y el período «estacionario actual» ha requerido un ajuste de naturaleza diferente. En algunos países, calificados profesores universitarios no encuentran trabajo. La disminución de los fondos ha impuesto limitaciones a instituciones habituadas a los constantes incrementos. Es difícil para los profesores y administradores hacer frente a la disminución de fondos consagrados a la investigación, a la disminución de prestigio, a los salarios que no siguen la inflación y a otros problemas similares. Uno de los criterios a tener en cuenta durante una expansión rápida es en un cierto sentido saber cómo hacer frente a la finalización de esta expansión.

La red

Conjuntamente con el crecimiento de la investigación en enseñanza superior y con el desarrollo de los centros de investigación enumerados en este repertorio, y en interés de los profesores universitarios, se ha establecido una red de comunicaciones a nivel de investigadores. Esta red comprende varios elementos ligados entre sí. Los elementos de base son los

centros y organismos de investigación que proveen datos y análisis, y que constituyen el grupo más importante de personas que se ocupan de estudios sobre la enseñanza superior. El personal de éstos así como el de otros centros universitarios en los que se estudian disciplinas tradicionales, efectúa la mayor parte de la investigación.

El *Repertorio* describe en forma elocuente la naturaleza de la red de investigación. Esencialmente comprende productores y distribuidores de la investigación. Los organismos nacionales e internacionales enumerados en este *Repertorio* desempeñan un papel clave en esta red, tomando a su cargo las investigaciones plurinacionales, las conferencias y las publicaciones. Igualmente constituyen un lazo fundamental entre los diversos organismos nacionales y los investigadores individuales. Estos organismos van desde organizaciones muy importantes tales como el Instituto Internacional de Planeamiento de la Educación en París, asociado a la Unesco, hasta el programa educativo mucho más reducido del Secretariado del «Commonwealth» en Londres.

Si se quiere describir la red utilizando las listas que figuran en este *Repertorio* se puede ver una amplia base de centros de investigación, de institutos y de departamentos universitarios que contribuyen al desarrollo de la investigación en enseñanza superior. La mayor parte de estos organismos son pequeños y se ocupan solamente de su propio país. Esta base de instituciones de investigación se desarrolló rápidamente en los últimos años aunque es necesario prever una disminución de este crecimiento en numerosos países debido a la crisis financiera actual en la enseñanza superior. En lo alto de la pirámide, se encuentran los organismos nacionales e internacionales que garantizan la coordinación y estimulan la investigación útil para el análisis comparativo.

Los otros elementos principales de la comunidad de investigación sobre enseñanza superior son los usuarios de la investigación y de los análisis. Estos, que se encuentran en las universidades y colegios, en los ministerios y otros servicios oficiales, así como en los organismos internacionales, dependen del conjunto de estadísticas, investigaciones y análisis que han aparecido en el curso de los últimos años. A menudo financian la investigación, le dan su orientación y mantienen los centros en las universidades y en otros lugares. Los usuarios de la investigación generalmente no están interesados en el desarrollo del estudio sobre la enseñanza superior, sino sobre todo en la aplicación práctica de los datos y de los resultados de la investigación. Dando su apoyo a las oficinas y centros de investigación permanente ellos contribuyen indirectamente al desarrollo de este campo y de una metodología sofisticada. Financiando investigaciones particulares han introducido especialistas en ciencias sociales y han favorecido el desarrollo de un centro de datos. Por ejemplo, gran parte de la investigación y los documentos sobre el activismo estudiantil en los años 60 ha sido financiada por organismos cuya preocupación fundamental era la de comprender cómo era necesario abordar el activismo político en la enseñanza superior. Este apoyo dado a la investigación ha permitido acumular una documentación impresionante sobre la naturaleza de los movimientos sociales, la dinámica política en las universidades e igualmente ha favorecido el desarrollo de ciertas perspectivas teóricas sobre los estudiantes. La investigación «práctica» y la investigación «teórica» pueden así apoyarse una sobre la otra. No es menos evidente que los usuarios y los financiadores de la investigación sobre la enseñanza superior estén interesados principalmente en los problemas prácticos y políticos, y esto ha influido en la naturaleza y la orientación de los estudios sobre la enseñanza superior.

La existencia de una red de centros de investigación sobre la enseñanza superior y la disponibilidad de fondos para estos centros han implicado la creación de una red no oficial de comunicaciones a nivel de investigadores, tanto en el plano nacional como internacional. En muchos países se han editado revistas consagradas a la investigación sobre enseñanza

superior, como por ejemplo en el Reino Unido *Studies in higher education* (Estudios sobre Enseñanza Superior) y *Education policy bulletin* (Boletín sobre Política Educativa). El *Canadian journal of higher education* (Diario Canadiense sobre Enseñanza Superior) cubre Canadá y el *Dydaktyka szkoly wyższej* (Pedagogía de la Enseñanza Superior) cubre Polonia. En Estados Unidos las revistas *The journal of higher education* (Periódico sobre Enseñanza Superior) y la *Review of higher education* (Revista de Enseñanza Superior). Todas reflejan un crecimiento de la enseñanza superior como campo de estudio. Estas no son más que algunas de las revistas de carácter nacional consagradas casi exclusivamente a la enseñanza a nivel terciario.

El enfoque comparativo e internacional se refleja en numerosas revistas importantes sobre enseñanza superior. *Higher education* (Enseñanza Superior) es un buen ejemplo. Publicada por la editorial holandesa Elsevier, esta revista está redactada por un comité de especialistas provenientes de Austria, Estados Unidos, Francia y el Reino Unido. La revista de la Unesco *Perspectivas* publica regularmente artículos sobre enseñanza superior. Otra revista internacional es *European journal of education* (Informativo Europeo sobre Educación) publicada por el Instituto de Educación de la Fundación Cultural Europea, en París. Organismos internacionales tales como la Asociación Internacional de Universidades (en su *Bulletin*), la Conferencia Permanente de Rectores, Presidentes y Vicecancilleres de la Universidades Europeas (en su *CRE-Information*) y el CEPES (en su *Higher education in Europe*) aportan igualmente su contribución a las premisas de base. *Minerva*, revista independiente publicada en el Reino Unido, es una de las publicaciones más antiguas y respetadas sobre enseñanza superior. *Sovremennaya vyssaya Skola* (Enseñanza Superior Contemporánea), publicada en Polonia en ruso y traducida al castellano en Cuba, es otra revista internacional.

Además de estas revistas, numerosos editores e institutos se han concentrado en la enseñanza superior y han contribuido a la difusión de los conocimientos en este campo. En Estados Unidos, la editorial Jossey-Bass ha trabajado activamente y su serie trimestral *New directions* provee información sobre una variedad de temas dentro de la enseñanza superior tales como la investigación institucional, los colegios comunitarios y otros. La serie de libros Praeger sobre la enseñanza comparada está concentrada en la enseñanza a nivel terciario. En el Reino Unido, la Sociedad de Investigación sobre la Enseñanza Superior (Society for Research into Higher Education) publica una serie de libros sobre diversos aspectos de la enseñanza superior. En la República Democrática Alemana, el Institut für Hochschulbildung tiene un activo programa de investigaciones que comprende no solamente la RDA sino también a los otros países socialistas.

Muchas de las publicaciones sobre enseñanza superior, aparte de libros y revistas, son difíciles de encontrar en razón de que son editadas por organismos estatales o como informes que no son convenientemente difundidos y no aparecen incluidos en las bibliografías clásicas. La dificultad para estar al corriente de las diferentes publicaciones nacionales es un problema capital en materia de difusión de conocimientos sobre la enseñanza superior. Actualmente, no aparece ninguna bibliografía regular que permita mantenerse al corriente sobre la documentación existente en este diversificado campo de la investigación. La dificultad de acceso es particularmente seria para las lenguas europeas secundarias. Suecia, a través de la Oficina del Canciller de Universidades, ha publicado, en su traducción inglesa, un cierto número de documentos fundamentales sobre la enseñanza superior; una buena parte de los escritos sobre la enseñanza superior en Holanda está publicada igualmente en inglés. El acceso a los escritos publicados por la mayor parte de los países europeos pequeños y por los países socialistas de Europa del Este es muy limitado.

Existe igualmente una red no oficial de investigadores y de responsables encargados de definir políticas. Los especialistas de la enseñanza superior se suelen encontrar por ejemplo en las conferencias sobre enseñanza superior de Lancaster, en los Seminarios patrocinados por el CEPES u otros cuerpos internacionales, bajo los auspicios de la Organización de Cooperación y de Desarrollo Económicos o del Consejo de Europa, etc. Muchas de las personas comprometidas en trabajos sobre enseñanza superior mantienen contactos personales comunicándose de manera informal.

Tendencias para el futuro

Sin ninguna duda, el desarrollo de los estudios sobre enseñanza superior constituye una realización importante de los últimos 20 años. La red de publicaciones, la cantidad de datos, la comunidad de investigadores y profesores y el reconocimiento de la importancia de este campo por los responsables encargados de decidir la orientación y por los gobiernos han sido notables. Estimulado por la crisis y el crecimiento, este campo ha desarrollado muchas infraestructuras de una disciplina académica cuyos criterios metodológicos no hayan sido todavía establecidos.

Es probable que al terminar el período de crecimiento acelerado de la enseñanza superior en numerosos países, la investigación en este campo se vea disminuida. Esto podría ser positivo porque daría ocasión para reflexionar sobre la orientación, el programa de investigación y la posibilidad de poner a punto ciertas directivas comunes en materia de metodología. En un campo de estudio que es multidisciplinario por naturaleza, no parece posible establecer normas rígidas porque muchos investigadores se apoyarán sobre la orientación de su propia disciplina. Esto permite igualmente reflexionar sobre los problemas clave con los que se enfrenta la enseñanza a nivel terciario una vez despojada de ciertas limitaciones impuestas por organismos de financiación que poseen prioridades rígidamente establecidas. Puede ser útil tener una visión más imparcial sobre la enseñanza superior, no solamente para el desarrollo de este campo, sino también en función de las nuevas perspectivas sobre los problemas actuales.

Es urgente tener una mejor información bibliográfica y un más fácil acceso a las informaciones concernientes a cada país. Las investigaciones sobre un país en particular son a menudo extremadamente preciosas para la comunidad internacional. En muchos casos, es difícil disponer de estos estudios, incluso en el país de origen. Sería también útil tener traducciones en inglés y en francés de documentos e informes importantes sobre la enseñanza superior a fin de ampliar su utilización. La puesta en práctica de un servicio bibliográfico que pueda brindar informaciones de los últimos documentos sobre enseñanza superior aparecidos en los diversos países, sería un primer paso importante en vistas a obtener acceso a una mayor diversidad de documentos sobre el tema.

La comunidad de investigadores sobre enseñanza superior puede señalar zonas prioritarias para la investigación y concentrarse sobre estos temas, tanto en el plano nacional como internacional. Hubiera sido deseable tener una mejor coordinación de la investigación y posiblemente una mayor colaboración; problemas tales como la profesión académica, la reforma de los programas en los diversos niveles de la enseñanza terciaria, el desafío impuesto por la formación de administradores para instituciones académicas de grandes dimensiones y otros problemas parecidos, exigen todos una investigación y un análisis complementario. El problema planteado a las instituciones académicas por la disminución de recursos después de un crecimiento sin precedentes, es igualmente muy importante. El aumento del número de administradores profesionales en la enseñanza superior es también

un motivo de inquietud en numerosos países. En la medida en que las instituciones académicas iban creciendo, era inevitable que el cuerpo administrador de esos colegios y universidades aumentara también. En Estados Unidos, los administradores medios reciben, cada vez más, una formación especializada para los cargos que desempeñan en los programas universitarios de enseñanza superior que finaliza con la obtención de un diploma. Los administradores de rango superior parecen salir siempre de las filas de profesores de diversas disciplinas. Pocos países se han lanzado de lleno en la misma vía que los Estados Unidos aunque la formación apropiada de los administradores académicos sea una preocupación general. En algunos países, los administradores siguen cursos y seminarios de corta duración mientras que en otros siguen seminarios no oficiales dirigidos por la OCDE u otros organismos oficiales. En la medida en que se implanten los cuadros administrativos profesionales se hace importante asegurarles una formación apropiada. Por otra parte, se puede incorporar a numerosos administradores en la red de la investigación y análisis de la enseñanza superior, por lo menos como usuarios.

Parece claro que la toma de conciencia del valor práctico de una perspectiva internacional continuará creciendo. Las instituciones como el CEPES tienen un papel importante que cumplir en la profundización de esta toma de conciencia y en el servicio a una comunidad internacional que tiene problemas muy diferentes en el área de la enseñanza superior u orientaciones muy variadas en la búsqueda de soluciones.

Este *Repertorio* es un índice del desarrollo de la investigación sobre enseñanza superior en los últimos años. Las instituciones o centros existentes, así como un cierto número de organismos internacionales, tienen programas especializados de investigación y publicaciones, y un personal bien calificado. Sus datos y sus análisis son utilizados por los responsables encargados de tomar las decisiones fundamentales en materia de política pedagógica. El problema ahora es coordinar un crecimiento nacional importante con el objeto de lograr cierta coherencia a nivel internacional, a fin de establecer lazos entre las actividades nacionales y regionales, y a fin de asegurar que el valioso análisis hecho en los distintos países sea puesto a disposición de una comunidad ampliada. Existe actualmente una red de conocimientos técnicos en el campo de la enseñanza superior, pero que está todavía en sus comienzos. Este *Repertorio*, brindando información sobre los organismos, instituciones y centros nacionales e internacionales, puede ayudar a reforzar esta red contribuyendo al proceso de comunicación. Esperamos igualmente que permita una cooperación más activa y sistemática en la investigación, favoreciendo el desarrollo de la enseñanza superior en la región.

Philip G. Altbach
Centro de Educación Comparada
Universidad del Estado de
Nueva York, Búfalo,
Estados Unidos de América

Введение:

СОСТОЯНИЕ ИССЛЕДОВАНИЙ — В ОБЛАСТИ ВЫСШЕГО ОБРАЗОВАНИЯ

Справочник отражает значительное расширение исследований в области высшего образования за последнее время. Почти все страны Европейского региона ЮНЕСКО имеют по крайней мере один центр или институт, занимающийся изучением высшего образования. Появился ряд журналов, а издательства проявляют активность в выпуске книг по высшему образованию. В некоторых странах, особенно в Соединенных Штатах Америки и Канаде, исследования в области высшего образования стали признанной темой докторских диссертаций. В других странах изучение высшего образования проводится специалистами в таких областях, как социальные и педагогические науки.

Справочник воссоздает детальную картину развития исследований в области высшего образования. Материалы справочника показывают, что в ряде стран имеются хорошо развитые центры и организации, исследующие высшее образование: Соединенные Штаты, Канада и Англия, а также Федеративная Республика Германии создали впечатляющие инфраструктуры. Согласно справочнику ряд других стран имеет специальные системы для проведения комплексных исследований. Среди таких стран Франция, Голландия, Польша и Швеция. В некоторых странах исследования в области высшего образования, по-видимому, децентрализованы и проводятся главным образом в рамках высших учебных заведений. В других странах исследования ведутся одним институтом, который иногда придается университету, как, например, Иститут высшего образования при университете имени Гумбольдта в Берлине. Короче, как показывает справочник, организация исследований различна и варьирует от страны к стране.

Истоки

Исследования в области высшего образования возникли в связи с расширением и кризисом в университетах и колледжах в период после 1945 года, и особенно, начиная с 60-х годов. В самом деле, создание СЕПЕС, а также других международных учреждений и организаций отражает растущее беспокойство о будущем высшего образования. Эти исследования не столько самостоятельная научная дисциплина, сколько выражение стремления найти решение насущных проблем, стоящих перед высшим образованием. Поэтому изучение высшего образования это не отрасль науки в традиционном ее понимании, а скорее междисциплинарная область, связанная с общественными науками и относящаяся к высшему образованию.

Эта отрасль возникла как конструктивный ответ на целую серию проблем высшего образования, чтобы обеспечить данными и анализом его руководителей, а в отдельных странах, чтобы подготовить администраторов высших учебных заведений. В ряде случаев исследовательские центры выросли из университетов, занимавшихся сбором данных о собственной деятельности. В Соединенных Штатах и Англии эта область называется исследованиями внутреннего характера, и многие высшие учебные заведения имеют исследовательские службы, занимающиеся сбором сведений и планированием. В других случаях правительственные органы и министерства, ответственные за высшее образование, создают исследовательские центры для сбора сведений и проведения анализа на общенациональном уровне, как, например, в Польше и СССР. Часто на запросы правительства отвечают учебные заведения, которым придаются исследовательские центры, тесно связанные, однако, с правительственными органами, например в Чехословакии, Федеративной Республике Германии и Германской Демократической Республике. Кроме того, значительное количество отдельных ученых стали проявлять интерес к исследованиям в области высшего образования в связи с ростом важности и социальной значимости этой темы.

В основе развития этой области лежало финансирование. В связи с ростом значения высшего образования в большинстве стран и выделением ему больших финансовых средств правительства стали проявлять все большую заинтересованность его деятельностью и политикой в области высшего образования. Отчасти эта заинтересованность выразилась в выделении средств для исследований и сбора сведений с целью вникнуть в увеличивающиеся проблемы высшего образования. Средства отдельных высших учебных заведений, правительственных органов таких, как министерств образования, попечительских комитетов, а в ряде стран частных фондов, вместе взятые, позволили создать значительные исследовательские организации.

Исследования были прежде всего связаны с практическими задачами и улучшением преподавания, а также деятельности учебных заведений. Теоретические проблемы имели меньшее значение. Литература по вопросам высшего образования отражает этот прикладной характер, поскольку она связана в основном с отдельными проблемами и планированием. Вообще ученые применили к изучению высшего образования методологию, присущую общественным наукам, в частности экономическим и социологическим, а, в известной степени, и психологии. Хотя ученые в некоторых странах и попытались придать этой области более широкий, теоретический характер, она в основном остается прикладной.

Сравнительное высшее образование

В последне время был сделан вывод, что международное и сравнительное изучение могло бы принести пользу национальным системам высшего образования, и был сделан упор на сравнительное высшее образование. СЕПЕС является конкретным примером в этом отношении, и его усилия по подготовке информации о разных странах и по объединению исследователей и руководителей высшего образования из разных стран отражают этот международный аспект. Основной

импульс для роста интереса к сравнительному высшему образованию носил практический характер: что можно взять из опыта других стран, что было бы полезно в той или иной ситуации? Послесреднее техническое образование в Германской Демократической Республике может что-то дать для планирования подобных программ в Бельгии или Канаде. Американский опыт коммунальных колледжей может быть использован в Англии или Федеративной Республике Германии. Хотя едва ли возможно переносить из страны в страну все, что касается учебных заведений или руководства высшим образованием, часто можно извлечь полезные уроки из успешного или неудачного опыта других стран. Поскольку высшие учебные заведения имеют много общего: одинаковые исторические корни, одинаковые задачи, одинаковую организационную структуру, они легко поддаются сравнению в международном плане. Не случайно поэтому делегаты 3-й конференции министров образования стран-членов Европейского региона, организованной ЮНЕСКО в Софии в июне 1980 года, проявили большой интерес к обмену опытом, в частности в области высшего образования.

Проблемы, с которыми столкнулись высшие учебные заведения в послевоенный период, были общими для всех развитых стран. Основным вопросом было как откликнуться на увеличение количества студентов, пришедших в послесреднее образование. Доля студентов старших возрастов удвоилась во многих странах. В США и Канаде молодежь таких возрастов составляет 40 процентов поступающих, во многих европейских странах эта доля возросла с 5 до 15 и более процентов. В связи с расширением высшего образования во многих странах было признано, что оно играет в развитых странах важнейшую роль. Это повысило престиж высших учебных заведений, зачастую увеличило их финансовые и другие материальные ресурсы, но в то же время означало для них обязанности и задачи. Эти и другие вопросы также могут рассматриваться в международном плане.

Хотя в результате исследований и анализов, проводившихся в последние годы, и не выявилось общепризнанной методологии сравнительного высшего образования, растет понимание важности сравнительного подхода. Планирующие органы часто знакомятся с нововведениями, осуществленными в других странах, налицо и взаимодействие ученых и руководителей высшего образования в различных странах. Межнациональные исследования ориентируются главным образом на поиски решений практических проблем, но тем не менее ясно, что существует понимание важности анализов в международном плане. Кроме того, имеется большой объем данных для проведения сравнительных обсуждений.

Следствия расширения

Следствия расширения высшего образования, вызванного увеличением числа студентов, связаны с решающей ролью высшей школы в современном развитом обществе. Размеры систем высшего образования удвоились и утроились. Были созданы новые университеты и другие учебные заведения, расширились учебные программы. Вот некоторые из проблем, поднятых расширением высшего образования:

Преподавательская профессия. То, что было когда-то сплоченной, в высшей степени элитной, ограниченной группой ученых, потеряло свой монолитный характер, стало разноликим и намного-большим. Профессия была разобщена специализацией, бюрократическими структурами и самими размерами учебных заведений.

Реформы. Было сделано много попыток вводить новшества с тем, чтобы высшие учебные заведения могли справиться с большим притоком студентов. В Федеративной Республике Германии в качестве подходящей организационной формы рассматривалась Gesamthochschule. В Соединенных Штатах учебные помещения вузов были разбросаны по разным местам с целью облегчить прием большого числа студентов. В Англии было построено много новых учебных заведений, включая новаторский Открытый университет. Во Франции, где после выступлений 1968 года система образования переживала застой, университеты были разделены на более мелкие единицы. Эти мероприятия проводились с большим или меньшим успехом, но у них всех была одна и та же главная цель.

Бюрократия. Учебные заведения традиционно руководились олигархией старших профессоров, и управленческий аппарат был очень маленьким. Теперь руководство приобрело многоступенчатый характер при росте числа профессиональных администраторов. Подобная новая форма управления стала неизбежной в условиях количественного роста и усложнения задач. Кроме того, в попытках «демократизировать» управление учебными заведениями в ряде стран имело место усложнение и укрупнение руководящего аппарата. Сложность процесса управления уменьшила смысл академического сообщества. Вне всякого сомнения, в большинстве стран высшие учебные заведения перестали быть небольшими сообществами ученых, а в большинстве случаев превратились в широко развитый бюрократический аппарат.

Студенческая активность. Хотя причины и следствия политической активности студентов сложны и их анализ выходит за рамки настоящего «Введения», основным элементом было увеличение размеров высших учебных заведений. Состав студентов стал более разнообразным с точки зрения их интересов, социально-классового происхождения, ориентации. Студенты не чувствуют себя больше элитой. Учебные заведения перестали быть «башней из слоновой кости», и для многих студентов стали ясны проблемы общества. Во многих странах условия жизни и учебы студентов ухудшились, и это стало причиной растущего недовольства. Студенты достигли «критической массы» для развертывания политической активности, и их относительно легко побудить к действиям. Безусловно, активность студентов, проявившаяся в 60-х годах, явилась, по крайней мере частично, результатом расширения высшего образования.

Сейчас, когда период быстрого роста подходит к концу во многих развитых странах, высшей школе приходится сталкиваться с еще одним следствием ее расширения. В последние годы расширение высшего образования считалось чем-то само собой разумеющимся, и нынешний период застоя потребовал при-

способления к нему. В некоторых странах квалифицированные преподаватели не могут найти работы. Быстрое сокращение средств привело к сокращению учебных заведений, привыкших к расширению. Преподавательскому составу и административному руководству трудно приспособиться к уменьшению фондов для научных исследований, падающему престижу, зарплатам, которые не растут по мере инфляции и т.д. В известном смысле, следствием расширения является проблема конца этого расширения.

Система

В условиях роста исследований высшего образования, развития исследовательских центров, обозначенных в этом справочнике, и интереса среди профессорско-преподавательсого состава была создана целая система связей в этой области. Эта система имеет ряд связанных между собой элементов. Основными из них являются исследовательские центры и органы, собирающие данные и делающие анализы, в которых сосредоточена основная группа людей, занятых изучением проблем высшего образования. Большинство исследований проводится теми, кто работает в этих центрах, а также отдельными сотрудниками высших учебных заведений по традиционным дисциплинам.

Справочник дает наглядное представление о существе исследовательской системы. Она, главным образом, охватывает тех, кто занят исследованиями и кто их распространяет. Международные и региональные организации, перечисленные в справочнике, играют в этой системе решающую роль. Они руководят межнациональной исследовательской работой, проведением конференций и издательской деятельностью. Они также обеспечивают тесные связи между различными национальными организациями и отдельными научными работниками. Их размеры колеблются от таких крупных, как, например, Международный институт планирования образования в Париже, сотрудничающий с ЮНЕСКО, до таких небольших, как программа в области образования Секретариата Британского содружества наций в Лондоне.

При описании системы с использованием этого справочника можно было бы заметить широкую базу исследовательских центров, институтов и факультетов университетов, которые вносят свой вклад в развитие изучения проблем высшего образования. Большинство таких организаций невелики и занимаются только своими собственными странами. В последние годы эта сеть исследовательских учреждений быстро росла, хотя с учетом финансовых трудностей высшего образования во многих странах этот рост несколько замедляется. На вершине этой пирамиды находятся региональные и международные организации, выполняющие задачи по координации исследований и стимулированию сравнительных исследований.

Другим важнейшим компонентом исследовательской системы являются те, кто используют результаты исследований и анализа в области высшего образования. Работая в высших учебных заведениях и колледжах, министерствах, различных официальных органах и международных организациях, они зависят от объема статистических данных, исследований и анализа, которые проводятся в

последние годы. Они часто финансируют исследования, руководят ими и поддерживают центры в высших учебных заведениях и других местах. Обычно они не заинтересованы в развитии исследования в области высшего образования, им скорее нужно практическое применение результатов исследований и данных. Своей поддержкой исследовательских центров и служб они опосредствованно способствуют развитию этой области и методологии исследований. Поддерживая отдельные исследования, они привлекли к этой области ученых, занятых общественными науками, и способствовали развитию сбора данных. Например, многие исследования и работы, посвященные студенческой активности в 60-х годах, явились результатом поддержки, оказанной органами, занимавшимися проблемами политической активности в высших учебных заведениях. Поддержка этих исследований позволила создать обширную литературу, пролившую свет на природу социального движения, на политические движущие силы внутри высших учебных заведений, помогла развить теоретические проблемы, связанные со студенчеством. Поэтому «практические» и «теоретические» исследования взаимно дополняют друг друга. Но факт остается фактом: те, кто используют исследования по высшему образованию и финансируют их, прежде всего заинтересованы в практических и политических аспектах, и это затрагивает саму природу и ориентацию изучения проблем высшего образования.

Существование системы исследовательских центров по проблемам высшего образования и финансирование таких центров создали возможность для обмена информацией в этой области как внутри стран, так и в международном плане. В ряде стран появились журналы, посвященные исследованиям в области высшего образования, например, в Англии «Труды по высшей школе» и «Бюллетень политики в области образования». В Канаде – это «Канадский журнал по высшему образованию», в Польше – «Преподавание в высшей школе». В США растущее значение изучения проблем высшей школы отражается в «Журнале высшего образования», «Исследованиях по проблемам высшей школы», «Документах по вопросам образования» и «Обзоре проблем высшей школы». Это лишь немногие журналы, посвященные внутренним проблемам стран, которые почти исключительно связаны с послесредним образованием.

Ряд ведущих журналов по высшему образованию посвящен сравнительному и международному аспектам. Хорошим примером подхода с международных позиций может служить «Высшее образование». Этот журнал выходит в Дании в издательстве Эльсевьер. Во главе его стоит комитет в составе ученых из Австрии, Англии, Франции и Соединенных Штатов. В «Обзоре» ЮНЕСКО регулярно публикуются материалы о высшем образовании. Другим международным изданием является «Европейский журнал по вопросам образования», публикуемый в Париже Иститутом образования Европейского культурного фонда. Международные организации, такие как Международная ассоциация университетов (в своем «Бюллетене»), Постоянная конференция ректоров, президентов и вице-канцлеров европейских университетов (в ее «Информации») и СЕПЕС (в своем «Высшем образовании в Европе») также способствуют публикации важнейших материалов в этой области. «Минерва», независимый журнал,

публикуемый в Англии, является одним из самых старых и авторитетных изданий в этой области. Еще одним международным журналом является «Современная высшая школа», выходящая в Польше на русском языке и переводимая на Кубе на испанский язык.

Помимо этих журналов, несколько издательств и институтов специализируются на вопросах высшего образования, внося свой вклад в обмен знаниями в этой области. В Соединенных Штатах особенно активно в этом отношении издательство Джосси-Бэсс. В своих «Нью директшнз» оно ежеквартально публикует документальные материалы по различным вопросам высшего образования: исследования, проводимые самими высшими учебными заведениями, коммунальными колледжами и т.д. Книги издательства Прэгер по сравнительному образованию посвящены в основном послесреднему образованию. В Англии книги по проблемам высшего образования публикуются Обществом исследований в области высшего образования. Институт высшего образования в Германской Демократической Республике осуществляет обширную программу изданий, связанных не только с положением в ГДР, но и в других социалистических странах.

Имеются трудности с получением многих публикаций по вопросам высшего образования, которые появляются не в виде книг или журналов, а как доклады или выпуски правительственных органов. Они не распространяются соответствующим образом, а сведения о них не включаются в обычные библиографические источники. Постоянное получение сведений обо всем, что издается в той или иной стране по вопросам высшего образования, является важнейшей проблемой с точки зрения распространения знаний об этой области. В настоящее время нет регулярно появляющихся библиграфических справочников, которые бы знакомили с литературой по различным аспектам в этой области. Особенно серьезны трудности в отношении «малых» европейских языков. В Швеции Служба ректоров университетов выпустила в переводе на английский язык ряд важнейших материалов о высшем образовании. На английском языке появляется много информации о высшем образовании в Дании. Но доступность материалов о небольших европейских странах, а также о социалистических странах в Восточной Европе остается очень ограниченной.

Исследователи и руководители высшего образования также имеют возможность пользоваться соответствующей информацией. Специалисты по высшему образованию встречаются на таких совещаниях, как Ланкастерские конференции по высшему образованию, семинарах, проводимых СЕПЕС и другими международными органами с помощью Организации экономического сотрудничества и развития или Европейского совета и ряда других органов. Многие люди, занимающиеся проблемами высшего образования, лично связаны друг с другом и имеют возможности для неформальных контактов.

Будущие тенденции

Бесспорно, успехи в развитии изучения проблем высшего образования за последние 20 лет внушительны. Количество публикаций, объем собранных данных

и анализов, общение исследователей и ученых, признание важности этой области со стороны руководителей высшего образования и работников правительственных органов являются знаменательным явлением. В этой области, развитие которой стимулировалось кризисом и расширением, появилось много инфраструктур учебной дисциплины, хотя методологические каноны и не были еще разработаны.

Повидимому, с прекращением периода быстрого роста высшего образования в большинстве стран, замедлится и развитие исследований в этой области. Но это может иметь и положительное значение, т.к. появится возможность рассмотреть направления и порядок исследований, разработать общие методологические подходы. В рамках многодисциплинарного подхода к изучению невозможно четко выраженное направление, поскольку многие исследователи будут ориентироваться на свои собственные дисциплины. В этой области можно будет свободно подумать об основных проблемах, стоящих перед послесредним образованием, не подвергаясь нажиму финансирующих органов с точки зрения установления первоочередности исследований. Более спокойный взгляд на высшее образование будет полезным не только для развития области, но и для решения текущих проблем.

Существует настоятельная необходимость в улучшении библиографии и облегчении доступности информации об отдельных странах. Исследования, касающиеся той или иной страны, зачастую оказываются исключительно ценными для международного сообщества. Во многих случаях с результатами исследований бывает трудно познакомиться даже в самой этой стране. Было бы очень полезно переводить наиболее важные доклады и документы о высшем образовании на английский и французский языки для более широкого использования. Важным шагом к расширению доступности литературы по проблемам высшего образования было бы создание службы библиографии, которая сообщала бы о текущих изданиях в области высшего образования в различных странах.

Все те, кто проводит исследования в области высшего образования, могли бы выявить общие направления для работы и сосредоточить внимание на этих вопросах при исследованиях как в рамках отдельных стран, так и в международном плане. Большая координация исследований и, возможно, большее стремление к сотрудничеству были бы очень полезны. Такие проблемы, как преподавательские профессии, изменение учебных программ на различных уровнях послесреднего образования, подготовка административных работников и т.д., потребуют в ближайшем будущем дополнительного изучения и анализа. Заслуживает серьезного внимания вопрос о сокращении фондов, с которым столкнулись учебные заведения после периода беспрецедентного роста. Увеличение административного персонала в высших учебных заведениях затронуло многие страны. Увеличение административного персонала для руководства расширяющимися учебными заведениями было неизбежным. В Соединенных Штатах все большее внимание уделяется подготовке среднего звена административных работников по университетским программам, дающим право на присвоение ученой степени. Высшие административные посты по-прежнему занимают

люди, занимающиеся преподавательской работой. Немного других стран пошли по американскому пути, хотя проблема подготовки административного персонала широко распространена. В ряде стран существуют краткосрочные курсы и семинары, а другие направляют административных работников на семинары, проводимые Организацией экономического сотрудничества и развития и другими международными органами. После укрепления административного персонала его важно обеспечить возможностью соответствующей подготовки. Кроме того, многих административных работников можно привлечь к исследовательской работе в области высшего образования, хотя бы с точки зрения использования ее результатов.

Понимание целесообразности международного подхода будет, вне всякого сомнения, расти. В этом должны сыграть важную роль учреждения, подобные СЕПЕС. Они должны укреплять это понимание и оказывать поддержку международному сообществу с учетом большого разнообразия проблем высшего образования и совершенно различного подхода к их решению.

Справочник является показателем развития изучения проблем высшего образования в последние годы. Существующие центры, учреждения, ряд международных организаций ведут активную исследовательскую работу, издают научные труды, располагают квалифицированными кадрами. Их данными и анализами пользуются руководители высшего образования. Задача состоит теперь в том, чтобы координировать успехи отдельных стран в международном масштабе, устанавливать связи между национальными и региональными мероприятиями, обеспечить использование исследований, проведенных в отдельных странах, в более широком международном плане. Организация исследований в области высшего образования делает первые шаги. Справочник, знакомя с национальными и международными центрами, учреждениями и организациями, может помочь укреплению такой системы, способствуя развитию общения, более активному и систематическому сотрудничеству в области исследований и, в конечном счете, развитию высшего образования в регионе.

Филипп Г. Альтбах
Центр сравнительного образования
Университет в Буффало,
Соединенные Штаты Америки

National institutions
Institutions nationales
Instituciones nacionales
Национальных учреждений

AUSTRIA/AUTRICHE/АВСТРИЯ

1. Abteilung Planung und Statistik im Bundesministerium für Wissenschaft und Forschung
2. Department for Planning and Statistics, Federal Ministry of Science and Research.
3. Abteilung Planung und Statistik, Bundesministerium für Wissenschaft und Forschung, Bankgasse 1, 1010 Vienna.
4. 63 55 33.
7. Dr. Sigurd Höllinger.
8. Federal Ministry of Science and Research.
9. (a) 23 (b) –
10. Does not do its own research, but has research contracts (see also point 16).
11. Administration, planners.
12. Planning of higher education.
14. *Hochschulbericht* [Report on higher education]—every three years; *Studienführer* [Study guide]—end of each year.
15. ☐ *Institutionalisierte Messung des Studienerfolges mit statistischen Methoden OECD-Bericht* [Institutionalized measuring of study results by statistical methods—report of OECD].
☐ *Die Hochschulen in Österreich* [Higher education institutions in Austria].
16. Selective list of themes of contracted research projects: financing of higher education; university teaching; expectations of university graduates; lifelong learning and university education; educational technology in Austrian higher education; institutional management in higher education; employment of university graduates; forecasts of development of Austrian higher education; medical studies in Austria.

1. Institut für Unterrichtswissenschaft und Hochschuldidaktik der Universität für Bildungswissenschaften Klagenfurt
2. Institute of Teaching and Pedagogy of Higher Education of the University for Educational Sciences, Klagenfurt.
3. Institut für Unterrichtswissenschaft und Hochschuldidaktik der Universität für Bildungswissenschaften Klagenfurt, Universitätstrasse 56, A-9010 Klagenfurt
4. 04222/23730.
7. Prof. D. W. Schöler; Prof. E. A. van Trotsenburg.
8. University of Klagenfurt.
10. University didactics; university curriculum development. e.g. medicine; comparative higher education.
11. Training: students, university staff; research: universities, government; services: universities, staff members, higher education research work.
12. Curriculum, course development, especially in the field of medicine, higher education information systems, e.g. bibliographies, higher education consultation services.
14. *Hochschulpädagogik* [R&D in higher education].
15. Selective list of publications:
☐ Leitner, E. *The road to a European university. Aspects of the higher education policy of the European Community.* In: Trotsenburg, E.A. van (ed.), Higher education—a field of study, Vol. V, P. Lang Verlag, 1980.
☐ Leitner, E. *Die Universität als Teil des Bildungssystems* [The university as a part of the education system]. In: Beiträge zur Studienreform, Bd. 1 der Österr. Rektorenkonferenz, Wien, 1977.
☐ Noell, W.H. *Zur Entwicklung der neuern Medizindidaktik im deutschsprachigen Raum* [The development of new didactics for medical studies in German-speaking countries]. Klagenfurt, 1979.
☐ Streit, M. *Ökonomische Modelle für Ausbildung und Arbeitsmarkt* [Economic models for education and the labour market]. Wien, Springer Verlag, 1978.
☐ Trotsenburg, E.A. van. *Die Bedeutung des Studienverhaltens für den Studienerfolg. Analyse eines Studienanfängerproblems und Vorschläge für die hochschuldidaktische Praxis* [The relevance of students' study behaviour to success in studies. Analysis of new students' problems and proposals for didactical practice in higher education]. Rektorenkonferenz, 1978.
☐ Trotsenburg, E.A. van; Heller, G. *Aus dem Klagenfurter Projekt: Allgemeinmedizinische Ausbildungsforschung. Bericht* [The Klagenfurt Project: research on general medical education]. Klagenfurt, 1977.
☐ Trotsenburg, E.A. van. *Bericht über das Seminar Wissenschaftsforschung in den sozialistischen Ländern* [Report on the Seminar on Science Research in Socialist Countries]. Seminar Wiss. Theorie WS 1978/79. Klagenfurt, 1979.
☐ Trotsenburg, E.A. van; York, K. *Eine Didaktik der Medizin — Allgemeinmedizin* [Didactics of medicine — general medicine]. Springer Verlag, 1980.
☐ Trotsenburg, E.A. van. *Evaluationsdaten über den dritten internationalen Kongress der EARDHE in der Universität Klagenfurt vom 2.-6. January 1979* [Evaluative data on the 3rd International Congress of EARDHE at Klagenfurt University]. In: Rechenschaftsbericht des Dritten Internationalen Kongresses der EARDHE. Interner Bericht Klagenfurt, 1979.
☐ Trotsenburg, E.A. van. *Handbuch der akademischen Lehre* [Handbook of academic teaching]. (To be printed by P. Lang Verlag in 1981).

☐ Trotsenburg, E.A. van, (ed.). *Higher education — a field of study.* Proceedings of the Third International Congress of EARDHE. Vol. 2-5, P. Lang Verlag, 1980.

☐ Trotsenburg, E.A. van. *Hochschuldidaktische Einrichtungen und Organe im Internationalen Überblick* [Teaching aids and their organization in higher education, an international view]. In: Europäische Enzyklopädie Erziehungswissenschaft. Vol. X 'Tertiärbereich: Ausbildung und Sozialisation in der Hochschule'. (Ed. L. Huber). Klett-Verlag, 1980.

☐ Trotsenburg, E.A. van *Materialien zur Bildung und Erziehung in Afrika, unter besonderer Berücksichtigung von Schwarzafrika und Südafrika* [Materials for education and learning in Africa, especially Black Africa and South Africa]. Seminar Vergl. Erz. Wiss. Nr. 3, SS 1978, Klagenfurt, 1978.

☐ Trotsenburg, E.A. van. *Unterrichtswissenschaftliche Forschungen zur Hochschulbildung. Beitrag: Unterrichtswissenschaftliche Reihe des Institutes für Unterrichtswissenschaft und Hochschuldidaktik* [Research on teaching and learning in higher education. Contribution to: publications on teaching and pedagogics of the Institute of Teaching and Pedagogy of Higher Education]. 1980.

☐ Trotsenburg, E.A. van. *Unterrichtswissenschaftliche Materialien zur Bildung und Erziehung in der UdSSR* [Materials on teaching in relation to education and learning in the USSR]. Seminar Vergl. Erz. Wiss. Nr. 5, SS 1979, Klagenfurt, 1979.

☐ Ulbricht, K. *Theorie und Praxis lernzielorientierter Prüfungen in Schule und Hochschule* [Theory and practice of study goal oriented exams in schools and institutions of higher education]. Studien zur Hochschulbildung, edited by E.A. van Trotsenburg, K. Ulbricht and K. Zillober, Frankfurt/Main, Bern, P. Lang Verlag, 1979.

☐ Zucha, R.O. *Interaktionen im Unterricht: Versuch einer kritischen Unterrichtswissenschaftlichen Studie* [Interactions in the teaching process: attempt at a critical, scientific study on teaching methods]. Wien/Klagenfurt, 1979.

☐ *Zum hochschulpädagogischen Studium in der Universität für Bildungswissenschaften in Klagenfurt: Statistik in der Hochschulforschung* [Pedagogical studies in the University for Educational Sciences, Klagenfurt: statistics in research on higher education]. 1979.

16. Pedagogics, didactics and research in higher education, establishment of a specialized library, development of an international information network, collaboration among national bodies dealing with higher education didactics, as well as improving the definition of research interests. At the same time emphasis on—a scientific effect on theoretical research and practical improvement of learning and teaching process in higher education: location, establishment and further development of its goals and contents, drafting, testing and evaluation of teaching sequences and types of study, analysis and influence of institutional conditions and personal prerequisites on the teaching and learning process; didactics in medicine; moral and ethical problems in higher education; educational innovations; data bank on research into higher education.

BELGIUM/BELGIQUE/BÉLGICA/БЕЛЬГИЯ

1. Centrum voor de Vergelijkende Studie van het Hoger Onderwijs

2. Centre for the Comparative Study of Higher Education.

3. Centrum voor de Vergelijkende Studie van het Hoger Onderwijs, A. Baertsoenkaai 3, B-9000 Ghent.

4. 091/24 02 24.

7. Prof. K. De Clerck.

8. Departments of History of Education and Comparative Education, University of Ghent.

9. (a) 10 (b) 7

10. Access to higher education; transition from secondary to higher education; democratization of higher education; problems of social (in)equality as they relate to higher education.

11. Mainly researchers, students of education, and prospective teachers.

12. The Centre's main objective is to serve as a documentation centre (selective dissemination of information, preparation of bibliographies, etc.).

13. Yes.

14. The Centre publishes a series entitled *Bijdragen van het Centrum voor de Vergelijkende Studie van het Hoger Onderwijs* [Contributions of the Centre for the Comparative Study of Higher Education].

15. Selective list: ☐ De Clerck, K. *Twintig jaar studie van het universitair onderwijs in België* [Twenty years of study and research on University education in Belgium; 1958-1978]. Ghent: Centre for the Comparative Study of Higher Education, 1978.

16. Problems of social (in)equality as they relate to higher education, with special reference to Western Europe. See also point 10.

1. Dienst Universitair Onderwijs, Katholieke Universiteit te Leuwen
2. Office of University Education.
3. Dienst Universitair Onderwijs, Katholieke Universiteit te Leuwen, Krakenstraat 2, B-3000 Louvain.
4. 016/22 04 31.
7. Prof. P.J. Janssen.
8. Catholic University of Louvain.
9. (a) 4 (b) 3
10. Research on the students' work-load; research and development concerning the optimalization of teaching behaviour; study and development of evaluation methods; research on the transition from secondary to higher education; study and development of the organization of higher education.
11. Teaching staff, university educational administration (rectorate, faculties, departments).
12. Educational service for teaching staff, educational service for educational administration (departments, faculties, rectorate).
13. Requests from outside will be taken into consideration.
15. Selective list of publications:
☐ *Doelstellingen en criteria voor een gemeenschappelijke eerste kandidatuur in de Faculteit Wetenschappen* [Objectives and criteria for a candidature for a double first in the Faculty of Sciences]. DUO/PH/39.
☐ *Gebruik en gebruiksmogelijkheden van studiepuntenstelsels aan de universiteit* [Use of and possibilities for using marking systems for university studies]. DUO/PH/7.
☐ *Onderzoek van de overgang tussen secundair en hoger onderwijs. Voorstel aan de academische raad* [Survey of the transition between secondary and higher education. Proposal made to the Academic Council]. DUO/PH/27.
☐ *De ontwerpen RAMAEKERS betreffende de oprichting van een open universiteit vanuit onderwijskundig standpunt gelezen* [The RAMAEKERS plans for establishing an open university considered from an educator's point of view]. DUO/PH/14.
☐ *Recrutering en slaagcijfers aan de K.U. Leuven. Analyse per studierichting volgens afdeling secundair onderwijs – type 2 (periode 1972-73 tot 1976-77)* [Recruitment and graduation figures at Louvain Catholic University. Analysis per study section in the Secondary Education Department – type 2 (period 1972-73 to 1976-77)]. DOU/HDN/PH/PJJ/GV/46.
☐ *Vergelijkende synoptische tabellen van de examenpuntenstelsels aan de Vlaamse universiteiten en aan de U.C.L.* [Comparative Synoptic Tables of Marking Systems for Examinations at the Flemish Universities and Limburg University Centre]. DUO/PH/26.
☐ *Vragenlijst Evaluatie Doceergedrag* [Questionnaire for the Evaluation of Teaching Behaviour]. DUO/HDN/16.
16. Research and development of a rating scale for the evaluation of the teaching behaviour of the teaching staff by students; study of sociological and psychological factors in the transition from secondary to higher education; research on the recruitment of university students in the different fields of study from the various sections of (traditional and comprehensive) secondary education, including research on the study success of these students; the study and development of the university's evaluation system, including the development of specific examination systems (i.e. multiple choice); research about the predictive validity of preliminary tests in mathematics for first-year medical students; psychological research on components of the study behaviour for first-year students in psychology and educational sciences; study and development of the organization of undergraduate education.

1. Laboratoire de pédagogie expérimentale, Université de Liège
2. Laboratory of Experimental Pedagogy.
3. Laboratoire de pédagogie expérimentale, Institut de psychologie et des sciences de l'éducation, Université de Liège au Start Tilman, B-4000 Liège 1.
4. 041/56 20 51.
7. Prof. Gilbert L. de Landsheere.
8. University of Liège.
9. (a) 40 (b) 30
10. Teacher training and evaluation; educational technology, especially computer-assisted teaching.
15. Selective list of publications:
☐ Henry, G. *Comment mesurer la lisibilité* [How to assess legibility].
☐ Landsheere, G. de (en collaboration avec E. Bayer). *Comment les maîtres enseignent. Analyse des interactions verbales en classe* [How teachers teach. Analysis of verbal interactions in the classroom].
☐ Landsheere, G. de (en collaboration avec A. Delchambre). *Les comportements non verbaux de l'enseignant* [Non-verbal behaviour of the teacher].
☐ Landsheere, G. de (en collaboration avec R. de Bal et J. Paquay-Beckers). *Construire des échelles d'évaluation descriptives* [Making descriptive evaluation scales].
☐ Landsheere, G. de. *Dictionnaire de l'évaluation et de la recherche en éducation* [Dictionary of evaluation and research in education].
☐ Landsheere, G. de. *Evaluation continue et examens. Précis de docimologie* [Permanent evaluation and examinations. Summary of 'docimologie'].
16. See point 10.

1. **Limburgs Universitair Centrum (LUC)**
2. Limburg University Centre.
3. Limburgs Universitair Centrum (LUC), Universitaire Campus, B-3610 Diepenbeek.
4. 011/22 99 61.
7. Prof. L. Verhaegen.
8. The LUC is by law an autonomous institution. It is governed by an Administrative Council composed in accordance with legal prescriptions.
9. (a) 151 (b) academic staff: 83
10. Evaluation and development of teaching methods, teaching-learning systems and teaching aids (especially with regard to the computer as an instrument of instruction and of management of instruction); the relation between study results and study behaviour and student attitudes; the relation between social background and participation and results in university education; problem solving and the use of didactic models in physics.
11. Students of mathematics, physics, chemistry and biology (in the Faculty of Sciences) and of medicine and dentistry (in the Faculty of Medicine). (Only students of the first cycle (2 or 3 years) at the University).
12. Improvement of teaching methods and systems, student guidance and counselling.
13. The Institution would respond to requests from foreign countries on the understanding that the requests can be situated within the framework of its current research.
15. Selective list of monographs and reports (1976-79):

☐ Daniëls, J.H.; (with the collaboration of J. Gelan, J. Put and M. Van Bockstaele). *Geïndividualiseerd Onderwijs in de Organische Scheikunde, Resultaten van een onderzoek* [Individualized education on organic chemistry]. Internal report. Diepenbeek, LUC, 1979.

☐ Maelstaf, M. *Constructie van een studie-attitude vragenlijst* [Construction of a questionnaire on study attitudes]. Internal report. Diepenbeek, 1979.

☐ Verhaeghe, H. *Democratiserende invloeden van het Limburgs Universitair Centrum* [Democratizing influences of the Limburg University Centre]. Internal report. LUC, Diepenbeek, 1979.

☐ Verhaeghe, H. *Sociale achtergronden van studiesucces* [Social backgrounds of success in study]. 2 volumes. Internal report. LUC, Diepenbeek, 1979.

16. Development and evaluation of instruction packages and systems (in mathematics, chemistry and physics); study behaviour, student attitudes and student guidance; social background and academic achievement; problem-solving in physics; the computer as an instrument of instruction and management of instruction.

BULGARIA/BULGARIE/БОЛГАРИЯ

1. **Laboratoriya po Didaktika na Visšeto Obrazovanie, Sofiiski Universitet 'Kliment Ohridsky'**
2. Laboratory of Didactics of Higher Education.
3. Laboratory of Didactics of Higher Education, University of Sofia 'Kliment Ohridski', Bd. Rousski no. 15, Sofia - 1000.
4. 87 50 63.
7. Prof. Gavrail Hroussanov.
8. University of Sofia 'Kliment Ohridski'.
9. (a) 7 (b) 6
10. Didactics of higher education.
11. Staff and administration of the University of Sofia, Ministry of National Education.
12. The system of teaching at the University of Sofia: teaching content; teaching plans and programmes; types, methods and media of instruction; management of teaching.
14. The Laboratory of Didactics of Higher Education publishes non-periodical monographs, various collections and bulletins.
15. *Problems of the didactics of higher education, part II — present control* [Title submitted in English].
16. Orientation of students at the University of Sofia towards a speciality and profession; correspondence instruction at the University of Sofia; testing and evaluation of students' knowledge; study of the students' argument for orientation towards scientific research or scientific pedagogical activity; conception of the organizational system and of teaching management at the University of Sofia.

1. **Laboratoriya za izsledvaniya za Visso Tehničesko Obrazovanie v Ramkite na Instituta za Visso Obrazovanie za Elektro-Mehanično Inžinerstvo**
2. Research Laboratory for Technical Higher Education of the Higher Education Institute for Electrical and Mechanical Engineering 'V.I. Lenin', Sofia.
3. Research Laboratory for Technical Higher Education of the Higher Education Institute for Electrical and Mechanical Engineering 'V.I. Lenin', Student Campus 'Christo Botev', Sofia.
4. 65 31; ext. 662.
7. Prof. Peter Iliev Danovski.
8. Higher Education Institute for Electrical and

Mechanical Engineering 'V.I. Lenin', Sofia, the Council for Higher Education.
9. (a) 24 (b) –
10. Educational technology.
11. Institutions of higher education, the Council for Higher Education, Ministry of Education, etc.
12. Research, development, introduction and use of educational technology in higher education institutions.
14. *Buletin za tehnologičesko obrazovanie* [Bulletin on educational technology].
15. Publications have been dealing mainly with problems of efficiency and pedagogical requirements concerning the application of educational technology to university teaching.
16. Research, development and application of educational technology in higher education; conditions for development of higher education; use of TV in higher education.

CANADA/CANADÁ/КАНАДА

1. Centre for Continuing Education, Adult Education Department, University of British Columbia
3. Centre for Continuing Education, Adult Education Department, University of British Columbia, 2075 Wesbrook Mall, Vancouver, B.C.
4. (a) 604/228 2181; (b) 604/228 5881.
7. Dr. D.T. Kenny, President, University of British Columbia; (a) Mr. J. Kulich, Director, Centre for Continuing Education; (b) Dr. W. Griffith, Chairman, Adult Education Department.
8. (a) and (b) are units of The University of British Columbia.
9. (a) 15 (b) 12
10. Comparative adult education and applied research; research in adult and continuing education.
11. Administrators, planners, researchers, teachers, students of education and other professionals in continuing education, as well as the general public.
12. Student research in partial fulfilment of degree requirements; faculty and staff research; contract research; consultation services; preparation of bibliographies in adult/continuing education; internal applied research; selective dissemination of information.
13. Foreign inquiries in English will be answered.
14. The Centre for Continuing Education publishes 'Occasional papers' as well as a series of monographs in 'Comparative and area studies in adult education'.
15. Selective list of monographs published since 1976 on higher education:
☐ Boshier, R.W. *Canadian university continuing education 1985?* 1978.
☐ Campbell, D.D. *Adult education as a field of study and practice.* 1977.
☐ Kulich, J. (ed.). *Forty years: former UBC extension directors reminisce.* 1976.
☐ Kulich. J. (ed.). *Training of adult educators in East Europe.* 1977.
16. See point 10.

1. Centre for Teaching and Learning Services, McGill University
3. Centre for Teaching and Learning Services, McGill University, 815 Sherbrooke St. West, Montreal, Quebec.
4. 514/392 8320.
5. 05-268510 MCGILLUNIV MTL.
7. Dr. George L. Geis.
8. McGill University.
9. (a) 15 (b) 8
10. Instructional design and evaluation; computer-assisted instruction; the improvement of university teaching and learning.
11. The Centre's direct clients are primarily professors, sometimes graduate teaching assistants and administrators. It is hoped to offer some learning assistance to students.
12. Main objectives are: to support consultative services, pure enquiry, and occasionally in connection with degrees.
13. Foreign enquiries and visitors are welcomed.
14. *Annual report; Publications list; Newsletter.*
15. Selective list of publications (1976-1979):
☐ Blondin, D.; et al. *La pédagogie de l'enseignement supérieur* [Pedagogy of higher education]. In: Documents, Série 4, Méthodologie et technologie de l'éducation, Revue des sciences de l'éducation, 1976.
☐ Derevensky, J.L.; Cartwright, G.F. *The use of computer-assisted testing in an introductory course of educational psychology.* In: Hills, P.; Gilbert, J. (eds.). Aspects of educational technology. London, Kogan Page, 1977.
☐ Geis, G.L. *Maybe you had to be there...* Review of the spread of educational technology, NSPI Journal. 1979, 18(3), 27.
☐ Geis, G.L. *Schizophrenia in academia. Personalized instruction in higher education: proceedings of the third National Conference.* (Eds. Shermann, J.G.; Lazar, R.M.). Washington, D.C., Center for Personalized Instruction, Fall 1977.

☐ Gillet, J.; et al. *A survey of teaching and research on women at McGill University.* McGill University, December 1976.
☐ Knapper, C.K.; et al. (eds.). *If teaching is important — the evaluation of instruction in higher education.* Toronto, Clarke-Irwin and CAUT, 1977.
☐ Shore, B.M.; Tali, R.H. *Open-area schools — open pedagogy.* Research report to the Montreal Catholic School Commission and the Ministère de l'éducation du Québec. Montreal, McGill University, 1978.
16. Selective list: (a) instructional evaluation in higher education (teacher grading standards and student ratings; the use of student feedback to improve college teaching; student personality characteristics, teacher ratings, and student achievement; how administrators make promotion and tenure decisions; modified observational learning, and the dimensions of effective college teaching); (b) new educational computer applications; (c) a survey of Canadian professors; (d) the conceptual structure of the subject matter; (e) information on the professor's perception of his role as teacher and of strategies of teaching improvement; (f) the relations between intellectual gift, as variously defined, and cognitive and learning styles. See also point 10.

1. Faculty of Education, University of Calgary
3. Faculty of Education, University of Calgary, 2920 — 24th Avenue N.W., Calgary, Alberta.
4. 403/284 5627.
5. 03-821545.
7. Robert F. Lawson.
8. University of Calgary.
9. (a) 155 (b) 125
10. Institutional management; history of higher education; comparative studies of higher education; social functions of higher education.
11. Students of education, teachers, educational administrators, educational researchers, educational planners.
12. Educational research in itself, for use by educational administrators and planners.
16. See point 10.

1. Higher Education Group, Ontario Institute for Studies in Education
3. Higher Education Group, Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario M5S 1V6.
4. 416/923 6641, ext. 203.
6. OISETOR.
7. Prof. Charles E. Pascal.
8. Ontario Institute for Studies in Education.
9 (a) 6 (b) 4
10. Policy on higher education; historical, institutional and educational developments in higher education; comparative studies on higher education.
11. Administrators, planners, researchers, teachers, students of education and policy makers in charge of higher education.
12. Partial fulfilment of degree requirements; preparation of courses; pursuit of R & D programmes which focus on important issues of higher education; serving educational administration; consultation services; preparation of bibliographies; selective dissemination of information; and co-ordination of public events concerning contemporary developments in higher education.
13. Yes.
14. *Annual reports.*
15. Selective list of recent publications:
☐ Ayre; Pascal; Scarfe. *Ideas of the university: higher education colloquium series 78/79.* Ontario Institute for Studies in Education, 1979.
☐ Pascal, C.E. *Educational development in the 1980's: meaningful survival or tenure on the Titanic.* In: Staff development for the 1980's. Sharpham and Rhodes Kellog Foundation, 1979.
☐ Pascal, C.E. *The university teacher and student skills.* In: Study courses and counselling: problems and possibilities. Society for Research into Higher Education, 1979.
☐ Pascal, C.E.; Kanowitch, S. *Student withdrawals from Canadian universities: a study of studies.* Higher Education Group, Ontario Institute for Studies in Education, 1979.
☐ Pascal, C.E.; et al. *The committee of presidents: a study of structure and methods.* Ontario Institute for Studies in Education, February 1979.
16. Selective list: (a) resource allocation in higher education; (b) youth choices—a longitudinal study of student and non-student youths' decisions concerning educational opportunities in Ontario; (c) collective bargaining: impact on management, governance, and information system of universities; (d) planning for optimal juxtaposition of organizational transitions and individual transformations in the educational sector; (e) telecommunications in adult education in Ontario, Canada; (f) interventions in the political structure for higher education—maximizing the appropriateness and effectiveness of higher education policies; (g) research traditions in universities and similar institutions—theories of research methods—the language of higher education—ethics and university disciplines; (h) forecasting enrolment in higher education; (i) similating teacher supply/demand under various staffing policies; (j) studies of professional groups; (k) evaluation of student assistance programmes; (l) manpower studies (particularly professional manpower).

1. Service de pédagogie universitaire (SPU), Université Laval
2. University Pedagogical Service.
3. Service de pédagogie universitaire (SPU), Université Laval, Pavillon Bonenfant 3530, Ste Foy Québec G1K 7P4.

4. 418/656 7076.
7. Dr. Jacques Parent.
8. Laval University.
9. (a) 16 (b) 12
10. Teaching of adults; applied systems approach to teaching; development of aptitudes to teaching; evaluation of audio-visual learning and teaching aids; correcting exams by computer; course development; organizational development; elaboration and evaluation of training programmes and teaching strategies; evaluation of learning; evaluation of performance in in-service and short training; psychology of learning; organization of pedagogical services; programmed teaching and learning; documentation and preparation of bibliographies.
11. The administrators, teaching staff and students of Laval University.
12. Course preparation, consultations (occasionally our service is devoted to course development), and evaluation of programmes, courses and teaching.
14. *Parlons pédagogie* [Pedagogically speaking], approximately 3 times per year.
15. Selective list of publications (1976-1979):
☐ Aviles, Jorges; Giard, Pierre. *Problèmes politiques contemporains: une escapade hors du cours magistral* [Contemporary political issues: venturing beyond the confines of the course]. Université Laval, May 1978.
☐ Basset, Ronald E. *Teaching to use performance objectives.* Communication Education, Volume 25, January 1976 [Traduction française "Apprendre aux étudiants à utiliser les objectifs de comportement"]. Robert Bell, Université Laval, S.P.U., April 1977.
☐ Boulay, Marcel; Samson, Jacques. *Utilisation de diverses techniques audio-visuelles dans l'individualisation de l'enseignement de l'anatomie au Département d'éducation physique de la Faculté des sciences de l'éducation de l'Université Laval* [Use of various audio-visual techniques in individualizing anatomy instruction in the Department of Physical Education of the Faculty of Education at Laval University]. Département d'éducation physique, Faculté des sciences de l'éducation, Université Laval, October 1977.
☐ Bujold, Nérée. *Comment préparer et administrer un examen?* [How to prepare and administer an examination]. March 1978.
☐ Bujold, Nérée; Martinette, Jacques. *Système de correction d'examens par ordinateur. Guide d'utilisation* [Systems of marking examinations by computer. Instruction manual]. April 1977.
☐ Champagne, Marc. *Comment utiliser la discussion de groupe dans l'enseignement* [How to use group discussion in teaching]. Université Laval, January 1979.
☐ Dessureault, Michel. *Changer le portrait de notre enseignement* [Changing the image of our instruction]. Faculté de foresterie et de géodésie, Université Laval, January 1979.
☐ Donald, Janet G. *Contracting for learning and development.* Vol. 7, no. 5, April 1976. [Traduction française "Le contrat d'apprentissage"]. Germaine Lafleur, Université Laval, S.P.U., March 1977.
☐ Dufresne, Raymond. *Guide d'élaboration d'un questionnaire pour une évaluation sommaire de cours* [Guide for preparing a questionnaire for summary course evaluation]. Université Laval, S.P.U., September 1977.
☐ Miller, François. *L'éducation des adultes, bibliographie annotée* [Adult education: annotated bibliography]. Université Laval, S.P.U., June 1978.
☐ Parent, Jacques; Néron, Christian. *Elaboration d'une stratégie d'enseignement* [Preparing a teaching strategy]. Université Laval, S.P.U., temporary edition, April 1978.
☐ Talbot, Robert. *Protection du droit d'auteur concernant la reproduction de documents* [Protection of authors' rights concerning the reproduction of documents]. Université Laval, S.P.U., 1977.
☐ Tessier, Yves. *Une expérience innovatrice à la bibliothèque de l'Université Laval. Une approche pédagogique renouvelée de la documentation: la formation documentaire* [An innovative experience in the Laval University Library. A renewed pedagogical approach to documentation: documentation training]. Bibliothèque, Université Laval, November 1977.
☐ *Guide d'élaboration de questions spéciales* [Guide for preparing special questions]. Université Laval, S.P.U., January 1977.
16. See point 10.

1. **Service pédagogique, Université de Montréal**
2. Pedagogical Service of the University of Montreal.
3. Service pédagogique, Université de Montréal C.P. 6128, Montréal H3C 3J7, P.Q.
4. 514/343 7087.
7. Pierre Dalceggio.
8. University of Montreal.
9. (a) 18 (b) 12
10. Teaching methods; evaluation.
11. University teaching staff.
12. Pedagogical assistance to teaching staff, consulting services, seminars, workshops, publications.
14. *Pédagogiques* [Pedagogical].
15. Selective list of publications:
☐ Bertrand, Yves. *Les modèles éducationnels* [Educational models].
☐ Cyr, Jean-Marc. *L'analyse des besoins éducatifs* [The analysis of educational needs].
☐ Fontaine, France. *Dossier sur l'évaluation* [File on evaluation].
☐ Lamontagne, Claude. *La détermination des*

profils d'apprentissage [The determination of learning profiles].
☐ Normand, Serge. *Les applications pédagogiques de l'ordinateur* [Pedagogical applications of the computer].
16. See point 10.

CZECHOSLOVAKIA/TCHÉCOSLOVAQUIE CHECOSLOVAQUIA/ЧЕХОСЛОВАКИЯ

1. Evropske informační středisko pro další vzdělávání učitelů při Univerzitě Karlově
2. European Information Centre of Charles University for the Further Education of Teachers.
3. Evropske informační středisko pro další vzdělávání učitelů při Univerzitě Karlově, Kaprova 14, 11 000 Prague 1.
4. 66 272; 61 939.
7. Prof. Svatopluk Petráček.
8. Charles University.
9. (a) 11
(b) Working sections of experts—either Czechoslovak nationals or from Czechoslovakia and abroad—are being established by the Director of the Centre, who nominates the individual members of these sections according to the character of the problem which is to be solved. These members are not included in the regular staff.
10. Training and further education of teachers; the acquisition, selection and analysis of information; studies in collaboration with Unesco, its institutions and other research institutions.
11. Teachers, institutes for further education of teachers, administrators, the research institute of education and other research institutes, colleges of education, etc.
12. Within the institute's capacity—consultation services, preparation of bibliographies, selective dissemination of information.
14. List of publications (titles were submitted in English): *Newsletter EIC FET* (Series—information review); *Further education of teachers (1979)* (Series—bibliography); *Further education of teachers (1979)* (Series—Collection of studies and documents).
Series—Proceedings of Conferences: *Further education of teachers in pre-school education; Further education of special teachers (1979).*
16. (a) Economic aspects of special education in: Czechoslovakia, New Zealand, United States of America (in collaboration with Unesco); (b) the participation of youth in Czechoslovakia in environmental education (in collaboration with Unesco); (c) synthesis of the questionnaires from the International Symposium on the Further Education of Teachers in the Use of Educational Media.

1. Evropske středisko pro volný čas a výchovu
2. European Centre for Leisure and Education.
3. Evropske středisko pro volný čas a výchovu, Jilska 1, 110 00 Prague 1.
4. 24 93 91-95.
7. Dr. Premysl Maydl.
8. Institute for Philosophy and Sociology, Czechoslovak Academy of Sciences.
9. (a) 5 (b) 4
10. Possibilities of higher education for adults, namely persons with work experience.
11. Mainly researchers.
12. Organization and structure of adult education in Europe (preparation of an international comparative project in this field, preparation of bibliographies, dissemination of information for expert networks.
14. *Adult education in Europe; MAE news; Working papers* [titles submitted in English].
15. *Adult education in Europe* no. 1 - CSSR; no. 2 - France; no. 3 - Hungary; no. 4 - Yugoslavia; no. 5 - GDR; no. 6 - Poland [titles submitted in English].
16. See points 11 and 13.

1. Slovenská pedagogická kniznica—Ústav školských informacií
2. Slovak Pedagogical Library—Institute of University Information.
3. Slovenská pedagogická kniznica—Ústav školských informacii, Nabrezie armádného generála Ludvíka Svobodu 15, 816 41 Bratislava.
4. 325 166; 325 662; 327 486.
7. Dr. Julius Lihocky.
8. Ministry of Education of the Slovak Socialist Republic.
9. (a) 144 (b) 92
10. The Slovak Pedagogical Library and the Institute of University Information study ways of providing relevant professional practical experience to students who are finishing their studies at institutions of higher education in Slovakia. The research is as follows: by intervals, iterative, diachronic, comparative and sociological-informatical. The interval is five years. The first research to be undertaken was carried out in 1973 and concerned alumni who had studied at institutions of higher education in Slovakia in 1967

(alumni who were day-students and citizens of Czechoslovakia). A second set of research was conducted in 1978 and dealt with students who finished their studies in 1972. The research covers all alumni of institutions of higher education. Empirical material is dealt with by using the global method and according to different branches of study (university, artistic, medical, pedagogical, economics, technical, agriculture and sylviculture). The main goals of the research and its orientation from the point of view of content: (a) the conditions and circumstances surrounding the entry of alumni into practical work; (b) the theoretical, professional and practical training obtained by alumni during their studies (in relation to the work accomplished and the functional classification).

11. Foremen, researchers, pedagogical workers and students.

12. The entry of alumni into practical life. By means of the above-mentioned research, a system of information is being built up on alumni of institutions of higher education (later on, it will cover alumni of secondary schools) as the basis for the construction of an automated management system. See also point 16.

14. Reviews of books on teaching, education and instruction; rapid information service; pedagogical-bibliographical report; summary of research reports and of theses prepared under the authority of the Ministry of Education of the Slovak Socialist Republic; summary of research reports and of theses prepared under the authority of countries of the Council for Mutual Economic Assistance (CMEA); report on travel abroad under the authority of the Ministry of Education of the Slovak Socialist Republic; institutions of higher education; statistical yearbook on education in the Slovak Socialist Republic.

15. Selective list of publications [titles submitted in French]:

☐ *L'annuaire statistique de l'enseignement en République Socialiste Slovaque pendant la période 1948-1978* [Statistical yearbook on education in the Slovak Socialist Republic during the period 1948-1978].

☐ *La bibliographie personnelle* [Personal bibliography].

☐ *Le développement des hautes écoles et des universités en République Socialiste Slovaque pendant les années 1975-76 et 1976-77* [The development of institutions of higher education in the Slovak Socialist Republic during the years 1975-76 and 1976-77]. In: Les informations pédagogiques, 1977, série 1, nº 1.

☐ *Le dictionnaire terminologique de l'informatique et de la pédagogie (slovaque-russe-anglais-français-allemand)* [Terminological dictionary on computers and pedagogy (Slovak-Russian-English-French-German)].

☐ *L'éducation de travail de la jeunesse au passé et à la contemporanéité* [Labour and youth education past and present].

☐ *L'enseignement professionnel et technique en U.R.S.S.* [Professional and technical education in the USSR].

☐ *L'évolution de l'enseignement (le nombre total des étudiants), les tendances et les prévisions statistiques dans le monde et dans les régions particulières dans les années 1960-2000 (le recueil des rapports d'EDICO 2)* [The development of education (total number of students), trends and statistical forecasts for the world and for particular regions during the years 1960-2000 (Collection of EDICO-2 reports)].

☐ *Les hautes écoles et les universités à l'étranger. La bibliographie des travaux inaccessibles, non publiés ou paraissant en petits tirages* [Institutions of higher education abroad. Bibliography of papers which are unavailable, unpublished or issued in limited quantities].

☐ *L'héritage pédagogique de N.K. Krupskaia et la contemporanéité. Le recueil des conférences du séminaire « La situation des centres d'information scolaire en Europe »* [The pedagogical heritage of N.K. Krupskaia and its contemporary meaning. Records of the discussions at the seminar 'The situation of educational information centres in Europe'].

☐ *La problématique des hautes écoles et des universités dans les pays socialistes. La bibliographie sélective* [Problems of institutions of higher education in socialist countries. Selective bibliography].

☐ *Sur les problèmes choisis de l'enseignement slovaque et étranger, surtout en ce qui concerne la gestion de l'enseignement* [On selected issues concerning education in Slovakia and abroad, especially as regards the management of teaching].

☐ *L'utilisation du système GOLEM pour l'élaboration des sorties d'information de l'Institut des informations scolaires à Bratislava* [The use of the GOLEM system for the preparation of information retrieval at the Institute of Educational Information at Bratislava].

16. (a) Automated information system of national committees concerning education in the Slovak Socialist Republic (information system on education in the Slovak Socialist Republic); (b) the State information policy regarding scientific, technical and economic information in the field of education; (c) analysis of information needs of foremen and researchers; (d) analysis of the system of information handling; (e) analysis of informatics production of the networks of work centres and of scientific, technical and economic information in the field of education in the Czechoslovak Socialist Republic; (f) research on the entry into practical life of alumni in the Slovak Socialist Republic.

1. **Ústav školských informací při MŠ ČSR**
2. Institute of Educational Information at the Ministry of Education of the Czech Socialist Republic.
3. Ústav školských informací při MŠ ČSR, Gorkého náměstí č. 26, pošt. přihr. 562, 111 21 Prague 1.
4. 26 70 41—49.
7. Ing. Jaroslav Hůrka.
8. Ministry of Education of the Czech Socialist Republic.
9. (a) 120 (b) 100
10. Processing information and statistical data about higher education institutions in CSR; collecting information about higher educational systems abroad.
11. Educational administrators, managers, planners, researchers, teachers, students.
12. Serving educational administration, preparation and publication of bibliographies, information activity.
14. *Bulletin of information for employees of higher educational institutions* (6 times a year); *Bulletin of information on questions of upringing, education and education systems* (6 times a year); *Pedagogical research* (2 times a year); *Survey of pedagogical literature* (6 times a year) [titles submitted in English].
15. Selective list of publications [titles submitted in English]:
☐ Klika, E. *Science and scientific education at the higher educational institutions in the Czechoslovak Socialist Republic.* Prague, 1977.
☐ Kolář, Z. *Upbringing system at the higher educational institutions in the Czech Socialist Republic.* Prague, 1977.
☐ Tollingerova, D. *Learning aids and didactic techniques in the educational process.* Prague, 1977.
☐ Editorial series. *Educational systems abroad.*
☐ Editorial series. *Educational systems in the socialist countries.*
☐ *Unified plan of branch research tasks in the field of education for the years 1976-1980.*
☐ *Yearbook 'statistics of education'* (annual).
16. (a) Setting up the branch system of Scientific, Technical and Economic Information (STEI) in the field of education and educational systems; (b) systematic compilation of statistical surveys from higher education institutions in the CSR; (c) collecting information about higher education systems abroad.

1. **Vyzkumný ústav inženýrského studia při ČVUT**
2. Research Institute for Engineering Studies at the Czech Technical University.
3. Vyzkumný ústav inženýrského studia při ČVUT, Na Florenci 25, 115 18 Prague 1.
4. 22 78 47; 22 64 41; 22 64 42.
7. Prof. Jiří Měřička.
8. Czech Technical University (ČVUT).
9. (a) 57 (b) 37
10. Methods of education for engineers; development and application of educational means; organization of the educational process.
11. Administrators, planners, teachers.
12. Serving educational management and administration.
13. Foreign enquiries should be submitted through the Ministry of Education of CSR.
14. *Bulletin VUIS* (annual survey of activities of the Institute).
15. Selective list of monographs (1976-1978):
☐ Dvořák, K. *Problematika pedagogického vzdelávání učitelu techniky* [Problems of pedagogical education of teacher-engineers]. 1976.
☐ Dvořák, K. *Sborník k problémún didaktik technických oboru* [Monograph on the problems of didactics of technical specializations]. 1977.
☐ Novák a kolektiv. *Výsledky některých dílčích výzkumů I, II* [Results of some partial research tasks]. 1976.
☐ Kolektiv. *Časové zatízení studentů 1. ročníku ČVUT* [Time budget of first-year students]. 1976.
☐ Kolektiv. *Časové zatížení studentů 2. ročníku ČVUT* [Time budget of second-year students). 1978.
☐ Kolektiv. *Modernisační tendence v didaktice vysokých škol* [Modern trends in didactics of higher education]. 1978.
☐ Kolektiv. *Sborník k výzkumu neúspěšnosti ve studiu* [Monograph on student drop out]. 1976.
16. (a) Scientific organization of the educational process (e.g. evaluation of curricula); (b) time budget of engineering students; (c) independent work of students and its supervision; (d) development and use of educational technology; (e) evaluation of professional careers of engineering graduates; (f) transition from secondary to engineering institutions of higher education.

DENMARK/DANEMARK/DINAMARCA/ДАНИЯ

1. **Institut for Paedagogik, Københavns Universitet**
2. Institute of Education.
3. Institut for Paedagogik, Københavns Universitet, St. Kannikestraede 18, 1169 Copenhagen K.

4. 01/15 24 24; 01/11 87 65.
7. Joan Conrad.
8. University of Copenhagen.
9. (a) 13 (b) 8
10. Until April 1979 there were two independent Institutes of Education at the University of Copenhagen, namely the Institute for Educational Theory and the Institute for Studies in Higher Education. In April 1979 these two institutes were merged to form the Institute of Education. The teachers at the new institute carry out research and teach students in the field of education. In addition, the institute: provides advisory services for university teachers and various university departments; arranges pedagogical courses for university teachers; carries out research and development work related to teaching in the field of higher education.
11. See point 10.
12. See point 10.
14. Selective list of publications:
☐ Conrad, Joan. *Om liberalisering af adgangen til visse studier* [The liberalization of access to university studies]. University of Copenhagen, 1976.
☐ Dohn, Helge. *The use of computers in medical education.*
☐ Dohn, Helge. *The level of aspiration and achievement. A critical review of literature.*
☐ Jacobsen, B. *Menneneskers livsløb* [The course of human lives. Some problems in developmental psychology]. Copenhagen, Gyldendal, 1976.
16. Selective list: (a) barriers for students granted exemptions from the rule requiring candidates to have passed the entrance examination for university studies; (b) adult students in university studies; (c) educational aspects of medical teaching; (d) a comparative study of 'firm' and 'loose' structures in higher education; (e) adult education and life experiences (the interplay between life experiences of the participants and formal/theoretical teaching within the field of adult education). See also point 10.

FINLAND/FINLANDE/FINLANDIA/ФИНЛЯНДИЯ

1. **Helsingin yliopisto opintoasiaintoimisto**
2. Office for Study Affairs, University of Helsinki.
3. Helsingin yliopisto opintoasiaintoimisto, Fabianinkatu 33, 00170 Helsinki 17.
4. 90-1911 (Helsinki University switchboard).
7. Dr. Leena Barros (acting head).
8. University of Helsinki Rector's Office.
9. (a) 22 (b) 11
10. Evaluation and development of university teaching and learning; student counselling and selection procedures; special problems of disabled students, foreign students, etc.; co-operation between universities and institutes and between different faculties; open university systems; and academic labour market.
11. University decision-making boards, planners, administrators, study counsellors, university and school teachers, student bodies and individual students. Information service of the Office for Study Affairs is accessible to all researchers and students.
12. Serving university administration, programme planning, counselling and teaching.
13. Yes.
14. We don't have any periodical publications with the exception of yearly study guides, but the Offices' research papers are summarized in the University of Helsinki's weekly bulletin *Yliopisto* [University], and *Tiedevinkki* [Science cue] which is an abstract collection for the news media.
15. Selective list (1976-1979) *Research reports* series:
☐ Heikinheimo, J., et al. *Venäjän kielen taitoisten työllisyystutkimus* [Demand for Russian-speaking academic manpower in Finland]. No. 6/76.
☐ Jäntti, Päivikki. *Kokemuksia pienryhmäohjauksesta ja muusta opintoinformaatiolähteistä syyslukukaudella 1975* [Experiences of group tutoring and other sources of information on university studies, autumn term 1975]. No. 12/79.
☐ Koskinen, Ilse. *Opinnoissaan viivästyneet opiskelijat Helsingin yliopiston historiallis-kiclitieteellisessä ja matemaattic-luonnontieteellisessä osastossa* [Delayed students at the Faculty of Arts and the Faculty of Sciences of the University of Helsinki]. No. 11/78.
☐ Läärä, Esa. *Selvitys lukuvuosina 1972/1973-1978/1979 Helsingin yliopistossa valtiotieteen kandidaatin tutkinnon suorittaneiden opiskeluajoista* [Duration of studies for master of social sciences degree 1972-1979]. No. 15/79.
☐ Ojamo, Matti. *Akateeminen työttömyys 1970-luvulla* [Academic unemployment in the 1970s]. No. 13/79.
☐ Vehviläinen, Marja-Riitta. *Opiskelu avoimessa korkeakoulussa* [Open university studies at the University of Helsinki]. No. 10/78.
☐ Vehviläinen, Marja-Riitta. *Ulkomaalaiset korkeakouluopiskelijat Suomessa* [Foreign students in Finland]. No. 7/77.

☐ Vehviläinen, Marja-Riitta. *Ulkomaalaisten opiskelijoiden valinnat Helsingin yliopistossa* [Selection of foreign students at the University of Helsinki]. No. 9/78.
☐ *Helsingin seudun korkeakoulujen kieltenopetustyöryhmä* [Regional Planning Group for Language Teaching at the Higher Educational Institutes of Helsinki area]. *Kielenopetuksen kehittämissuunnitelma 1980-83* [Plan for the development of language teaching 1980-83]. No. 14/79.
☐ *Valtakunnallinen kieliharjoitteluprojekti* [National project for language practice]. *Korkeakoulujen ja kieli-instituuttien kieliharjoittelu* [Language practice abroad in the programmes of universities and language institutes]. No. 8/77.
16. (a) Staff policy at the University of Helsinki; (b) follow-up studies within the project on Open University; (c) type of higher education; (d) postgraduate studies; (e) the disabled university students; and (f) follow-up of study reform at the Helsinki University. See also point 10.

1. Helsingin Yliopiston Kasvatustieteen Laitos
2. Department of Education, University of Helsinki.
3. Helsingin Yliopiston Kasvatustieteen Laitos, Fabianinkatu 28 A, 00100 Helsinki 10.
4. 650211.
7. Prof. Erkki A. Niskanen.
8. University of Helsinki.
9. (a) 45 (b) 31
10. Educational objectives and their implementation; teaching process analysis; problems in selection of student teachers; problems in human relationships in organizations and adult education.
11. Researchers, teachers, students of education.
12. Serving the curriculum, development work of school board, economic organizations, doctoral dissertations, etc.
14. *Research bulletin*, Institute of Education, University of Helsinki; *Helsingin yliopiston kasvatustieteen laitoksen Tutkimuksia.*
15. Selective list of publications:
☐ Gröhn, Terttu. *Opettajan interaktiovaimiuksien parantaminen. Opettajankoulutuksen harjoitusohjelman teoreettisia perusteita* [Improvement of the teacher's interaction capabilities. Theoretical principles of the training programme in the teachers' schooling]. No. 77, 1979.
☐ Komulainen, Erkki; Koskenniemi, Matti (eds.). *Research in teaching.* Papers presented at the symposium arranged by the Academy of Finland for evaluation of the DPA Helsinki Project, Helsinki, October 26th and 27th 1977. DPA Helsinki Investigations II, June, 1978.
☐ Koskenniemi, Matti; et al. *Opetustapahtuman rakenne ja opetuksen kehys- ja ympäristömuuttujat. Didaktisen prosessin tutkimusprojektin (DPA Helsinki) yleisraportti* [The structure of teaching and the framework and milieu variables of teaching. The general report of the Research Project on the Didactic Process (DPA Helsinki)]. No. 55, 1977.
☐ Lehto, Jaakko. *Metsäalan koulutus metsätyönjohtajien, metsäteknikoiden ja metsänhoitajien arvioimana* [The forestry schooling valued by forest foremen, forestry technicians and foresters]. No. 67, 1978.
16. (a) Selection problems in teacher education; (b) teaching process analysis; (c) consumer education and its problems. See also point 10.

1. Kasvatustieteiden Tutkimuslaitos, Jyväskylän yliopisto
2. Institute for Educational Research.
3. Kasvatustieteiden Tutkimuslaitos, Jyväskylän yliopisto, 40100 Jyväskylä 10.
4. 941/291211.
7. Dr. Marjatta Marin.
8. University of Jyväskylä.
9. (a) 76 (b) 15
10. The educational career of higher education students; student flow into higher education; highly qualified manpower; programmed instruction.
11. The Statutes of this Institute state its tasks as follows: 'the Institute is to carry out pedagogical basic research as well as applied research, research commissioned by educational school authorities, develop university pedagogics and take care of national and international educational information services'. Thus all concerned with the follow-up and implementation of these tasks are the users of the Institute's research.
12. To conduct basic and applied research in education, to carry out R&D projects from educational authorities, to promote and conduct university pedagogics and R&D in higher education, dissemination of information on educational R&D.
14. *Kasvatustieteiden tutkimuslaitoksen julkaisuja* [Reports from the Institute for Educational Research]; *Kasvatustieteiden tutkimuslaitos. Selosteita ja tiedotteita* [Institute for Educational Research. Bulletin].
15. Selective list (1976-1979). (Reports marked (*) have a long English summary.)
☐ Hakkarainen, Pentti (ed.). *Näin naapurissa. Neuvostoliiton kasvatustutkimuksen ja koulutusjärjestelmän esittelyä* [The way our neighbours do it. A survey of educational research and the educational research system in the Soviet Union]. In: Kasvatustieteiden tutkimuslaitos. Selosteita ja tiedotteita, 119/1979.
☐ Jalkanen, Hannu. *Ammatillisen koulutuksen opiskelijavirrat* [Student flows in vocational education]. (*). In: Kasvatustieteiden tutkimuslaitoksen julkaisuja, 296/1979.
☐ Jalkanen, Hannu. *Korkeakoulutukseen joh-*

tavat koulutusvaylat ja opiskelijavirrat [Educational channels leading to higher education and the flows of students]. (*). In: Kasvatustieteiden tutkimuslaitoksen julkaisuja, 277/1977.

☐ Kiiskinen, Anna-Liisa; Agander, Anja (eds.). *Luettelo Suomessa vuonna 1975 valmistuneista ja 1976 valmistuneista tai käynnissä olleista kasvatustieteellisistä tutkimuksista* [Educational research in Finland completed in 1975-1976 or in progress in 1976]. EUDISED. In: Kasvatustieteiden tutkimuslaitos. Selosteita ja tiedotteita, 111/1978.

☐ Kiiskinen, Anna-Liisa; Agander, Anja (eds.). *Luettelo Suomessa vuonna 1976 valmistuneista ja 1977 valmistuneista tai käynnissä olleista kasvatustieteellisistä tutkimuksista* [Educational research in Finland completed in 1976-1977 or in progress in 1977]. EUDISED. In: Kasvatustieteiden tutkimuslaitos. Selosteita ja tiedotteita, 112/1978.

☐ Konttinen, Esa. *Pitkän koulutuksen saaneiden työttömyydestä 1970-luvulla—kvantitatiivista tarkastelua* [Academic unemployment in the 1970s—a quantitative study]. (*). In: Kasvatustieteiden tutkimuslaitos. Selosteita ja tiedotteita, 107/1978.

☐ Leimu, Kimmo; Oravainen, Katriina; Saari, Hannu. *Koulutusteille valikoituminen ja sitä määrääviä taustatekijöitä Suomen koululaitoksessa. Vuoden 1972 tutkintojensuunnittelutoimikunnan taustaraportti n:o 1* [Choice of educational career and background factors influencing it in the Finnish educational system). (*). In: Kasvatustieteiden tutkimuslaitoksen julkaisuja, 288/1978.

☐ Paukkunen, Leo; Perkki, Lauri. *Tutkimus ja seuranta koulutussuunnittelun välineinä* [Educational research and monitoring as a means of educational planning]. (*). In: Kasvatustieteiden tutkimuslaitos. Selosteita ja tiedotteita, 70/1976.

☐ Remes, Pirkko; Kiiskinen, Anna-Liisa (eds.). *Educational research in Finland 1975-6.* EUDISED. In: Kasvatustieteiden tutkimuslaitos. Selosteita ja tiedotteita, 105/1978.

☐ *Educational research in Finland 1974.* EUDISED. In: Kasvatustieteiden tutkimuslaitos. Selosteita ja tiedotteita, 85/1977.

16. Selective list of the research projects: there are at the moment 30 active projects in the Institute. They are grouped below into following areas: (a) pre-school education; (b) comprehensive school; (c) secondary education: project on the reform of secondary-level education; development of the final examination in the upper secondary school; structural differences between vocations as a basis for educational planning; (d) higher education: project on the educational career of higher education students; project on student flow into higher education; project on highly qualified manpower; study on programmed instruction; (e) formal education; (f) non-formal education; (g) research methodology: modern test theory; project for the development of data-processing services; (h) information science: survey of Finnish educational research in 1966-75.

1. Korkeakoulu- ja Tiedepoliittinen Tutkimussäätio
2. Foundation for Research in Higher Education and Science Policy.
3. Korkeakoulu- ja Tiedepoliittinen Tutkimussäätio, Kluuvikatu 1 D, 00100 Helsinki 10.
4. 90/651 911.
7. Dr. Hannu Rautkallio.
8. None. This is a private foundation established by representatives from various institutions of higher education in Finland (professors, rectors chancellors and other university people).
9. (a) 4 (b) 3
10. Current problems facing Finnish institutions of higher education, e.g. national science policy; degree reform in universities; the autonomy of universities, etc.
11. All concerned with problems of teaching, research and administration of Finnish higher education.
12. The Foundation serves to channel information from the universities to the public. It emphasizes both long-range surveys of developments in higher education and science policy, and compiles reports on current problems of higher education.
15. Selective list (1976-1979). (The publications are in Finnish, but many of them have an English summary.)

☐ Häikiö; et al. (eds.). *Korkeakoulut ja Tutkinnonuudistus* [Universities and the reform of examination requirements]. No. 23, 1977.

☐ Hänninen; Rautkallio, Hannu; Vuorinen, Juha. *Korkeakoulujen Yhteistyö* [University cooperation]. No. 24, 1978.

☐ Suomi. *Välitutkinnosta Loppututkintoon. Eräiden taustatekijöiden yhteyksistä opintojen keskeyttämiseen* [From an intermediate examination to graduation. Some background factors related to failure to finish studies]. No. 15, 1976.

☐ Vuorinen, Juha. *Korkeakoulujen Itsehallinto* [Self-government of the universities]. No. 26, 1979.

☐ Vuorinen, Juha. *Piirteitä Suomen Korkeakoulujen Itsehallinnon Nykytilasta. Osa 1: Itsehallinnon moudollinen toteutuminen* [Characteristics of the present situation of Finnish universities' self-government. Part 1: The formal realization of self-government]. No. 19, 1977.

☐ Vuorinen, Juha. *Piirteitä Suomen Korkeakoulujen Itsehallinnon Nykytilasta. Osa 2: Korkeakoulujen hallintohenkilöiden kokemukset ja odotukset* [Characteristics of the present situation of Finnish universities' self-government. Part 2: Experiences and expectations of the universities' administrative staff]. No. 22, 1977.

☐ Vuorinen, Juha. *Yhteiskuntatieteilijöiden Työelämään Siirtyminen— Työnantajien Odoruksia ja Kokemuksia* [Expectations for sociologists starting on a career and experiences of the employers]. No. 14, 1976.
☐ *Korkeakoulujen Itsehallinto. Neuvottelutilaisuus* [Self-government of the universities. Conference]. No. 1, 1977.
☐ *Korkeakoulujen Itsehallintoseminaari. Seminaariraportti* [Seminar on self-government of the universities. Seminar report]. No. 3, 1978.
☐ *Korkeakoulujen Mitoittamissymposium. Seminaariraportti* [Symposium on dimensioning of the universities. Seminar report]. No. 4, 1979.
☐ *Korkeakoulut ja Joukkoviestimet. Seminaariraportti* [Universities and mass communication. Seminar report]. No. 25, 1978.
☐ *Korkeakoulut ja Tiedotusvälineet. Seminaariraportti* [Universities and means of communication. Seminar report]. No. 16, 1976.
☐ *Korkeakoulutus ja Yhteiskunta. Seminaariraportti* [Higher education and society. Seminar report]. No 17, 1976.
16. See point 10.

1. **Tampereen yliopisto opintotoimisto**
2. Studies Department, University of Tampere.
3. Tampereen yliopisto opintotoimisto, PL 607, 33101 Tampere 10.
4. 931/156230.
7. Dr. Matti Parjanen.
8. University of Tampere.
9. (a) 22 (b) 9
10. Different aspects of higher education with concentration on management and administration of higher education.
11. Administrators, planners, researchers, teachers, students.
12. Serving educational administration on: student admissions; scientific and educational output; attitudes of students and teachers; and student advising.
13. Yes.
15. Selective list (1976-1979):
Research report series:
☐ Alava, Jukka. *Oppilasvalinta Tampereen yliopiston taloudellis-hallinnollisessa ja yhteiskuntatieteellisessä tiedekunnassa vuonna 1978* [Student admission in Faculty of Social Sciences and Faculty of Economics and Administration]. No. 26/1979.
☐ Alava, Jukka. *Tampereen yliopiston laitosten ja yksiköiden läheisyystarve ja -halukkuus* [Communication network of departments of Tampere University]. No. 24/1978.
☐ Eskola, Antti; Kaukonen, Erkki. *Yhteiskuntatieteet ja tutkinnonuudistus. Puheenvuoroja tutkinnonuudistuskeskusteluun* [Study reform in social sciences]. No. 21/1976.
☐ Kivekäs, Iris (ed.). *Tampereen yliopiston suomalais-englantilainen ja suomalais-saksalainen hallinnollinen sanasto* [Finnish-English and Finnish-German index to Tampere University]. No. 19/1976.
☐ Kivekäs, Iris (ed.). *Tampereen yliopiston suomalais-ruotsalainen hallinnollinen sanasto* [-Finnish-Swedish index to Tampere University]. No. 20/1976.
☐ Parjanen, Matti. *Korkeakouluopintojen keskeyttäminen. Tutkimustuloksia ja toimenpide-ehdotuksia* [With English summary: preventing student drop-out]. No. 25/1979.
☐ Parjanen, Matti. *Relations between higher education and the community. Extension studies in the University of Tampere.* No. 22/1977.
☐ Simonen, Leila. *Kansantalous- ja valtiotieteilijöiden ammattikäytäntö* [Occupational profile of professions in the fields of national economy and politics]. No. 23/1977.
16. See point 10.

FRANCE/FRANCIA/ФРАНЦИЯ

1. **Centre d'études et de recherches sur les qualifications (CEREQ)**
2. Centre for Research and Study on Professional Qualifications.
3. Centre d'études et de recherches sur les qualifications, 9, rue Sextius-Michel, 75732 Paris Cedex 15.
4. 577 10 04.
7. Dr. Gabriel Ducray.
8. Ministry of Education.
9. (a) 115 (b) 54
10. Access to employment for young people finishing higher education; analysis of appropriate qualifications, work systems and their development; impact of the development of work systems on training; improvement of forecasting instruments and of permanent staff in information.
11. Ministries of Education, universities, labour, industry and agriculture; State Secretariat for Professional Training. General Commissariat for Planning; National Office for Information on Education and Professions; local authorities for education or employment policies.
12. Services for educational administration; se-

lective and non-selective distribution of information.

13. The institution will respond to requests from abroad.

14. The publications of the Centre appear in different forms according to their purpose:

Dossiers makes available to the public reports on studies and research conducted by the Centre.

La Bibliothèque du CEREQ [The CEREQ Library] publishes: (a) the results of research conducted jointly with other institutes, by contracts or agreements; (b) papers which are not prepared by the Centre, but still deal with its field, i.e. the field of professional qualifications and professional training, and which the Centre regards as a very interesting scientific contribution; (c) documents discussing the methods established by CEREQ for carrying out its programme.

Two series of *Cahiers* are devoted to the results of the survey *Répertoire français des emplois et de l'Observatoire national des entrées dans la vie active* [Index of French employment and of the National Centre for the Study of Student Entry into Working Life].

15. Selective list of publications (1977-1979):

Bibliothèque du CEREQ [The CEREQ Library]:

☐ Benguigui, G.; Griset, A.; Monjardet, D. *La fonction d'encadrement* [The function of management]. No. 11, November 1977. (This research, carried out by a team of researchers from the Group on the Sociology of Work from the University of Paris VII, deals with the relations between the techniques, organization and division of work among technicians, foremen and management staff in industry. This research complements the study, undertaken by CEREQ, on the participation of management staff in management activities.)

Cahiers:

☐ CEREQ. *Accès à l'emploi à la sortie des universités scientifiques (tous niveaux)* [Access to employment upon graduation from scientific universities (all levels)]. No. 1, 1979.

Dossiers:

☐ CEREQ. *L'échec au baccalauréat: ses conséquences dans l'éducation et la vie active* [Failure to pass the 'baccalauréat': the consequences in education and in working life]. No. 18.

☐ CEREQ. *La formation professionnelle continue financée par les entreprises. Année 1974* [Lifelong professional training financed by enterprises. For the year 1974]. No. 17, January 1978.

☐ CEREQ. *Statistique de la formation professionnelle continue financée par les entreprises* [Statistics of lifelong professional training financed by enterprises]. October 1979.

☐ CEREQ. *Les universités et le marché du travail.* Enquête sur les étudiants à la sortie des universités et sur leurs débouchés professionnels (promotions sorties en 1970) [Universities and the labour market. A survey on students leaving the universities and on their job prospects (students leaving the universities in 1970)]. No. 14, May 1977.

La note d'information (Bulletin Formation — Qualification — Emploi) [Information note (Bulletin on training—qualification—employment)]:

☐ CEREQ. *Les activités du CEREQ en 1977* [CEREQ activities in 1977]. No. 40, May 1977.

☐ CEREQ. *Le CEREQ: son organisation, ses activités en 1978, ses publications* [CEREQ: its organization, its activities in 1978, its publications]. No. 48, April 1978.

☐ CEREQ. *L'évolution des professions entre 1954 et 1975 d'après les recensements* [The development of professions between 1954 and 1975 according to census takings]. No. 54, June 1979.

☐ CEREQ. *La formation professionnelle continue financée par les entreprises* [Lifelong professional training financed by enterprises]. No. 46, January 1978.

☐ CEREQ. *Observatoire national des entrées dans la vie active. Accès à l'emploi des jeunes issus des Universités ou Instituts d'enseignements supérieur en sciences, lettres et sciences humaines* [National Centre for the Study of Student Entry into Working Life. Access to employment for young graduates of institutions of higher education in science, liberal arts and humanities]. No. 53, May 1979.

16. (a) The internal functioning of institutions of higher education: analysis of characteristics and their graduate output; (b) external efficiency of higher education institutions: integration of students into professional working life; (c) development of employment possibilities for higher education graduates; (d) description of employment available to students; (e) sociological and statistical analysis of certain specific professions and of the higher level training for them; (f) research on the professional skills to be developed to meet the requirements of evolving work systems.

1. Institut de recherche sur l'économie de l'éducation (IREDU), Faculté des Sciences Mirande.

2. Institute of Research on Educational Economics.

3. Institut de recherche sur l'économie de l'éducation, Faculté des Sciences Mirande, B.P. 138, 21004 Dijon Cedex.

4. 80/654456.

7. Jean-Claude Eicher.

8. National Centre for Scientific Research.

9. (a) 15 (b) —

10. Cost and efficiency of education services; supply and demand of education services; relationship between the educational system and the labour market.

11. Administrators, planners, researchers, teaching staff, students of education.

12. Non-selective creation and distribution of

information, services for educational administration (contracts), consulting services, preparation for diplomas (doctorate).

15. Selective list of publications:

☐ Duru, Marie. *La demande d'éducation à l'issue de l'enseignement secondaire — Analyse longitudinale d'une cohorte de candidats bacheliers* [The demand for education upon graduation from secondary education—longitudinal analysis of a class of 'baccalauréat' candidates]. Cahiers de l'IREDU, No. 26, October 1978.

☐ Lassibille, G. *L'économétrie des variables qualitatives* [Econometrics of qualitative variables]. Cahiers de l'IREDU, No. 28, June 1979.

☐ Lassibille, G.; Mingat, Alain; Perrot, Jean. *Les effets de la modification de la carte universitaire — 1960-1975* [The effects of the modification of the general university picture—1960-1975]. Cahiers de l'IREDU, No. 25, January 1978.

☐ Mingat, Alain. *Analyse longitudinale de la cohorte 1974 d'étudiants à l'Université de Dijon.* Volume 2: la première année d'études. La réussite, l'abandon, l'échec [Longitudinal analysis of the students of 1974 at the University of Dijon. Volume 2: the first year of studies. Success, dropout, failure]. Cahiers de l'IREDU, No. 23, November 1976.

☐ Mingat, Alain; Perrot, Jean. *Les enseignants des universités — Dotations des établissements — Conditions de travail des enseignants* [University teaching staff—institutional endowments—working conditions of teaching staff]. Cahiers de l'IREDU, No. 30, June 1978.

☐ Mingat, Alain. *Essai sur la demande d'éducation* [Essay on the demand for education]. 2 tomes. Cahiers de l'IREDU, No. 29, February 1977.

☐ Paul, J. Jacques. *Contribution à l'analyse des relations entre système éducatif et système productif — Le cas de l'enseignement supérieur court* [Contribution to the analysis of the relationship between the education system and the productive sector—the case of short-term higher education]. Cahiers de l'IREDU, No. 27, October 1978.

☐ IREDU. *Actes de la Table Ronde Internationale «Les déterminants de la réussite scolaire», Dijon, 10-11 juin 1976* [Proceedings of the International Round Table 'The determining factors in academic success', Dijon, 10-11 June 1976]. Cahiers de l'IREDU, No. 22, March 1977.

☐ IREDU. *Rapport scientifique 1977* [Scientific Report 1977]. Cahiers de l'IREDU, No. 24.

Other publications:

☐ IREDU/INPSA. *Evaluation d'une formation d'adultes en agriculture. Le cas du Brevet Professionnel adulte (BPA)* [Evaluation of training for adults in agriculture. The Certificate of Adult Education (B.P.A.)]. March 1978.

☐ IREDU/SAIO-Dijon. *Situation en mars 1976 des élèves sortis en juin 1975 des classes terminales de D.U.T., B.T.S., B.E.P.C., C.A.P.* [Situation in March 1976 of students who terminated, in June 1975, Studies for 'D.U.T.' (University diploma of technology), 'B.T.S.' (Certificate of higher technician), 'B.E.P.C.' (Certificate of lower secondary study), 'C.A.P.' (Certificate of professional aptitude)]. April 1978.

16. See point 10.

1. Unités d'enseignement et de recherche, Institut de formation aux pratiques psychologiques, sociologiques et éducatives, Université Lyon II.

2. Research and Learning Unit of Education, Institute for Practical Training in Psychology, Sociology and Education.

3. Unités d'enseignement et de recherche, Institut de formation aux pratiques psychologiques, sociologiques et éducatives, Université Lyon II, 47-49, rue Philippe-de-Lassalle, 69004 Lyon.

4. 78/29 91 64; 29 97 75.

7. Guy Avanzini.

8. University of Lyon II.

9. (a) 10 (b) —

10. Modalities appropriates for lifelong education, intended for adults preparing higher degrees.

11. Researchers, teaching staff, students of education, etc.

12. Partial accomplishment of the requirements for obtaining a diploma, consulting services, preparation of bibliographies.

13. Yes.

14. *Bulletin de la Société A. Binet et Th. Simon* [Bulletin of the Society A. Binet and Th. Simon]. 6 issues per year.

16. See point 10.

1. Unités d'enseignement et de recherche de sciences de l'éducation, Université de Paris V.

2. Educational Sciences Research and Training Unit, University of Paris V.

3. Unités d'enseignement et de recherche de sciences de l'éducation, Université de Paris V, 28, rue Serpente, 75006 Paris.

4. 325 93 92.

7. Dr. Georges Snyders.

8. University of Paris V, Ministry of Universities.

9. (a) 16 (b) —

10. The research work of the Unit is divided into the following themes:

I. Educational psychology—psychopedagogy of pupils: learning prior to the written language; studies on the spatial aspects of pupils' activities; study of the attitude of dependency in the pedagogical relationship.

II. Therapeutic pedagogy—teaching the handicapped: critical analysis of explanations proposed to account for failures and school inadaptation; therapeutic audio-visual and pedagogical methods.

III. Educational sociology: analysis of current pre-schooling objectives; pedagogical factors and social inequality in school results; sociological significance of school reforms; school and division of labour.

IV. Psychopedagogy of adult education: contribution to the study of the relationship between previous education and later adult training; systems of lifelong learning: comparative study.

V. Adult sociopedagogy—socio-cultural animation: socio-cultural animation in France; spare time and self-teaching; comparative study of spare time (Canada, France, Poland, United States) as it relates to the process of post-industrial development.

VI. Educational technology: use of films; manual accompanying the film 'Yesterday's children'.

VII. History of education: education: the audience, objectives, methods and media; historical and prospective analysis; pedagogical reviews in the past; history of achievements in education.

VIII. Comparative education: a manual of comparative education (subject and methods) is under preparation.

11. Students of education, researchers, teaching staff.

12. See research report.

13. Requests from abroad may be addressed to members of the Unit, according to their speciality.

15. Selective list of publications:

☐ Besnard, P. *Fondements épistémologiques des recherches comparatives et approche empirique dans l'analyse des systèmes d'éducation d'adultes* [Epistemological foundations of comparative research and the empirical approach to the analysis of systems of adult education]. Symposium of European experts, Unesco-ECLE, Prague, June 1978.

☐ Besnard, P. *Le système français d'éducation d'adultes* [The French system of adult education]. International Symposium of the French-speaking Association for Comparative Education, Paris, March 1978.

☐Isambert-Jamati, V. *Sociologie de l'éducation* (Introduction et conclusion du symposium) [Sociology of education. (Introduction and conclusion of the symposium)]. International Sociological Congress, Uppsala, August 1978.

☐ Léon, A. *L'éducation permanente = évolution des concepts et des fonctions* [Lifelong education = development of concepts and functions]. In: Traité des Sciences Pédagogiques, Vol. 8, Paris, P.U.F., 1978.

☐Léon, A. *L'évaluation de l'enseignement des langues à des adultes* [Evaluation of language teaching for adults]. Commission of Experts of the Council of Europe, Strasbourg, January 1978.

☐ Léon, A. *L'image de l'enseignement hier et aujourd'hui* [The image of teaching yesterday and today]. Congress of the French Psychology Society, Paris, May 1978.

☐ Léon, A. (under the direction of). *Ouvrages — Questions-réponses sur l'enseignement technique court* [Works—questions and answers on short-term technical education]. Paris, ESF, 1978.

☐ Le Thanh Khoi. *Prévoir l'éducation de demain?* [Forecasting tomorrow's education], paper presented at the Symposium on 'The long-term prospects of educational development'. Paris, International Institute for Educational Planning, October 1978.

☐ Plaisance E. (in collaboration with E. Burguière). *Enfants inadaptés ou écoles inadaptées* [Failure to adapt: children or schools]. Encyclopédie l'Univers de la Psychologie, Vol. V, La psychologie appliquée. Part 1. Paris, Ed. Lydis, 1978.

☐ Roger, M. *Etude sur l'apprentissage du binôme dans le cadre d'un enseignement programmé* [Study on binomial learning in programmed instruction]. Les sciences de l'éducation, No. 4, 1978.

☐ Segre, M. *Tendances des réformes scolaires en France* [Trends in school reforms in France]. Paper presented at the International Congress of Sociology, Uppsala, August 1978.

☐ Sirota, R. *Analyse sociologique d'une situation didactique à l'aide d'une nouvelle grille* [Sociological analysis of a didactic situation using a new scale]. Revue française de pédagogie, No. 45, 1978.

☐ Tanguy, L. *L'élaboration de la carte scolaire en France sous son aspect sociologique* [Preparation of the school map in France in its sociological aspects]. Paper presented at the International Congress of Sociology, Upnsala, August 1978.

☐ Tanguy, L. *L'évolution de la formation des travailleurs manuels* [Developments in the training of manual workers]. La Division du Travail, Paris, Ed. Galilée, 1978.

16. See point 10.

GERMAN DEMOCRATIC REPUBLIC/RÉPUBLIQUE DÉMOCRATIQUE ALLEMANDE/REPÚBLICA DEMOCRÁTICA ALEMANA ГЕРМАНСКАЯ ДЕМОКРАТИЧЕСКАЯ РЕСПУБЛИКА

1. Forschungszentrum für Technische Lehr- und Lernmittel, Sektion Berufspädagogik, Technische Universität Dresden.
2. Research Centre for Educational Technology, Section of Pedagogics, Technical University of Dresden.
3. Forschungszentrum für Technische Lehr- und Lernmittel, Sektion Berufspädagogik, Technische Universität Dresden, Mommsenstrasse 13, 8027 Dresden.
4. 463 2769.
7. Prof. Alfred Bannwitz.
8. Technical University of Dresden.
10. Construction of teaching aid apparatus and its application.
11. Teaching staff, students.
12. Preparing courses for programmed instruction, consultation service, computer software for use in higher education and users manuals.
14. *Wissenschaftliche Beiträge* [Scientific contributions].
16. See point 12.

1. Institut für Fachschulwesen der DDR
2. Institute for Vocational Training of the German Democratic Republic.
3. Institut für Fachschulwesen der DDR, Annabergerstrasse 119, PSF 441, DDR- 9010 Karl-Marx-Stadt.
4. 57010.
7. Dr. Heinz Rossner.
8. Council of Ministers of the German Democratic Republic, Ministry of Higher and Vocational Education.
10. Development of basic structures of vocational education; advanced training programmes for engineers and economists; teaching staff development.
11. Institutions and persons engaged in development of higher and vocational education.
12. Location of the scientific bases for the decision-making process carried out by the central planning and administration bodies in charge of higher education and vocational education in the German Democratic Republic, assistance for the institutions of vocational training.
14. Publications of the institute are issued in the following series: advanced education; results of research; information; discussion papers; pedagogical training; history of vocational education.
15. Selective list of publications:
☐ *Das Bildungswesen der DDR* [Education system of the GDR]. Verlag Volk und Wissen, 1979.
☐ *Die Fachschulbildung der DDR* [Vocational education in the GDR]. Fachbuchverlag, Berlin.
☐ *Das Fachschulwesen der DDR als Teil des einheitlichen sozialistischen Bildungssystems* [Vocational training in the GDR as a part of the uniform socialist system of education]. Karl-Marx-Stadt, 1979.
☐ *Hochschulbildung in der DDR* [Higher education in the GDR]. Editor: Ministry of Higher and Vocational Education, Berlin, 1979.
Results of the research are mainly destined for institutions engaged in development of vocational education. In addition, the institute publishes guide books mainly on basic subjects for part-time students *(Fernstudium)* and participates in the development of curricula and study schemes for vocational education.
16. (a) Development of highly qualified manpower, especially engineers and economists; (b) content of higher education studies; (c) trends in development and training of qualified manpower (intermediate level) in the states of the Council for Mutual Economic Assistance (CMEA) as well as other countries; (d) development of part-time forms of study for engineers and economists; (e) pedagogy and organization of study programmes; (f) development of the teaching staff in higher education institutions; (g) development of planning and management of higher and vocational education.

1. Institut für Hochschulbildung an der Humboldt-Universität zu Berlin.
2. Institute of Higher Education.
3. Institut für Hochschulbildung an der Humboldt-Universität zu Berlin, Otto-Grotewohl Strasse 17, 108 Berlin.
4. 237 2489.
5. 011 2823.
7. Prof. Hans-Jürgen Schulz.
8. Humboldt University of Berlin.
10. Scientific and theoretical bases of higher education; university pedagogics; planning of studies; educational economics, planning and sociology; management of the higher education system; international comparative research of higher education; history of higher education.
11. Teaching and research staff of higher education institutions, administrators and planners of higher education.
12. Preparation of the scientific basis for decision making; organization of studies, teaching and research in higher education; planning and management of higher education.

14. The Institute regularly publishes its studies, abstracts of information on developments in education and bibliographies.

15. Selective list of publications:

☐ Buck-Bechler, Gertraude; Knopke, Karl. *Hochschulpädagogische Grundlagen der Theorie der Studienplanung* [Pedagogical bases of the theory of study planning]. Part III, Berlin, 1978.

☐ Lewin, Rosemarie. *Zur Bestimmung der Wertigkeit der Zeugnisse und akademischen Grade* [On the determination of the value of certificates and academic degrees]. Part I, Berlin, 1977.

☐ Schad, Gerhard. *Entwicklung der Organisation und der Leitung des Hochschulwesens der DDR seit dem VIII Parteitag der SED* [Development of the organization and management of higher education in the GDR since the 8th Congress of SED (Socialist Unity Party)].

☐ Schuster, Barbara; Steinhardt, Bärbel. *Fähigkeitsziele im Hochschulstudium* [Development of skills and abilities through higher education studies]. Berlin, 1977.

☐ Seifert, Otto. *Sozialreformistische Hochschulpolitik in der BRD zu Beginn der siebziger Jahre* [Higher education policies for social reform in the FRG in the early 1970s]. Berlin, 1978.

☐ Wiesner, Herald. *Die Planung der Weiterbildung von Hoch- und Fachschulkadern an den Universitäten und Hochschulen* [The planning of further education of staff of higher education institutions]. Berlin, 1978.

☐ Wolter, Werner. *Die langfristige Vorausbestimmung der Ausbildungsleistungen des Hoch- und Fachschulwesens in der DDR* [The long-term determination of educational tasks of higher and vocational education in the GDR]. Berlin, 1977.

☐ Group of authors. *Aufgaben des postgradualen Studiums im System der Weiterbildung* [The tasks of postgraduate studies within the system of lifelong learning]. Berlin, 1977.

☐ Group of authors. *Bürgerliche Prognosen für die Entwicklung der Hochschulbildung in den USA, Grossbritannien, Frankreich und der BRD* [Bourgeois prognoses of the development of higher education in the USA, Great Britain, France and the FRG]. Berlin, 1977.

☐ Group of authors. *Demokratische Studentenbewegung in den USA, der BRD, Frankreich und Grossbritannien* [Democratic student movements in the USA, the FRG, France and Great Britain]. Berlin, 1978.

☐ Schulz, Hans-Jürgen; et al. *Das Hochschulwesen der DDR* [The GDR's higher education system]. VEB Deutscher Verlag der Wissenschaften, Berlin, 1980.

☐ *Zur Methodologie der Bestimmung des gesellschaftlichen Bedarfs an Hochschulkadern* [On the methodology of the determination of the social demand for higher education graduates]. Part III, materials from the International Seminar at Egsdorf (15-20 November 1976), Berlin, 1978.

16. See points 10 and 12.

1. Wissenschaftsbereich Hoch- und Fachschulpädagogik, Sektion Berufspädagogik, Technische Universität Dresden.

2. Unit of Higher and Vocational Education Pedagogics, Department of Pedagogics, Technical University of Dresden.

3. Wissenschaftsbereich Hoch- und Fachschulpädagogik, Sektion Berufspädagogik, Technische Universität Dresden, Mommsenstrasse 13, DDD-8027 Dresden.

4. 463 4944.

7. Prof. Franz Lichtenecker.

8. Technical University of Dresden.

10. Planning and organization of political and ideological education; practical training and creative phases in the study process at institutes of technology; vocational training and development of creativity in study programmes of the institutes of technology.

11. Teaching and research staff.

12. Preparation of courses, serving educational administration, consultation services.

14. *Das Hochschulwesen* [Higher education] (review); *Aus Theorie und Praxis der Hochschulpädagogik* [From the theory and practice of higher education pedagogics]; *Wissenschaftliche Zeitschrift der Technischen Universität Dresden* [Scientific review of the Technical University of Dresden].

16. Vocational training of engineering students; design of political and ideological education in the institutes of technology. See also point 10.

1. Wissenschaftsbereich Hoch- und Fachschulpädagogik, Sektion Pädagogik, Karl-Marx-Universität.

2. Unit of Higher and Vocational Education Pedagogics, Department of Pedagogics, Karl Marx University.

3. Wissenschaftsbereich Hoch- und Fachschulpädagogik, Sektion Pädagogik, Karl-Marx-Universität, Karl-Marx-Platz 9, 701 Leipzig.

4. 7193079.

5. 051350.

7. Prof. Klaus-Dieter Uckel.

8. Karl Marx University, Department of Pedagogics.

10. Theoretical and methodological basis of teaching and studying processes; development of creativity in students; individual study programmes.

11. Teaching and research staff of higher education institutions, students who will become teachers in the field of social sciences.

12. Fulfilment of degree requirements, preparation of publications and conferences, consultation services, serving educational administration, inter-university co-operation.

14. *Beiträge zur Hochschulpädagogik* [Contributions to higher education pedagogics]; *Schnellinformation* [Rapid information].
15. Selective list of publications:
☐ *Beitrage zur kommunistichen Erziehung der Schüler und Studenten unter besonderer Berücksichtigung sowjetischer Quellen* [Contribution to communist education of pupils and students with special emphasis of the soviet concepts]. 1977.
☐ *Distance education in the GDR and African countries* [in English]. 1978.
☐ *Zur erziehungswirksamen Gestaltung des Lehr- und Studienprozesses* [On the effective organization of the teaching and studying processes]. 1978.
16. See point 10.

FEDERAL REPUBLIC OF GERMANY/REPUBLIQUE FÉDÉRALE D'ALLEMAGNE/REPÚBLICA FEDERAL DE ALEMANIA/ ФЕДЕРАТИВНАЯ РЕСПУБЛИКА ГЕРМАНИИ

1. Bayerisches Staatsinstitut für Hochschulforschung und Hochschulplanung
2. Bavarian State Institute for Higher Education Research and Planning.
3. Bayerisches Staatsinstitut für Hochschulforschung und Hochschulplanung, Arabellastrasse 1, D-8000 Munich 81.
4. 089/92 14, 21 88.
7. Prof. Wulf Steinmann.
8. Bavarian Ministry of Cultural Affairs and Education.
9. (a) 18 (b) –
10. Research on conditions and developments in higher education; development of quantitative methods; studies on the changes in the interaction between society, the State and higher education; studies on research planning; comparative higher education research.
11. Ministerial administration, university planning services, research.
12. Assistance to the Ministry of Education and Cultural Affairs, assistance to universities concerning the execution of reforms, contributions to research and discussions on higher education.
14. *Beiträge zur Hochschulforschung* [Contributions to higher education research].
16. See point 10.

1. Deutsches Institut für Fernstudien an der Universität Tübingen (DIFF)
2. German Institute for Distance Studies at the University of Tübingen.
3. Deutsches Institut für Fernstudien an der Universität Tübingen (DIFF), Wöhrdstrasse, 8, D-7400 Tübingen.
4. 07071/3041.
7. Professor Karlheinz Rebel.
9. (a) 135 (b) 90
10. Different aspects of distance education: organization of different study-courses; study methods; curriculum development; educational technology in distance education; organization of distance studies; and financing and economics of distance education.
11. In principle, teachers and students in distance study courses. To a certain extent also planners and administrators of higher education.
12. Partial fulfilment of degree requirements; preparation of courses; in-service further training of teachers for distance education; consultation services; preparation of bibliographies and selective dissemination of information on distance education.
13. Yes.
14. *Studien und Berichte zum Fernstudium im Medienverbund* [Studies and reports on multimedia distance study]; *Tübinger Beiträge zum Fernstudium* [Tübingen's contributions to distance study]. DIFF also publishes an occasional informative publication: *Brief survey of the DIFF* [in German and English versions].
15. Selective list (1976-1980):

In the *Studien und Berichte zum Fernstudium im Medienverbund* series:
☐ Bagge, Jürgen. *Theoretische Grundlagen für ein Fernstudium in den Sozialwissenschaften. Dargestellt am Beispiel der politischen Bildung* [Theoretical foundations for distance learning in social sciences. As shown by political education courses]. Tübingen, DIFF, 1978. No. 22.
☐ Dohmen, Günther. *Der Student im Fernstudium — Referate, Gruppenberichte und Arbeitspapiere zum Fernstudien — Symposium des Europarats vom 6. Okt. — 10. Okt. 1975 in Tübingen* [The student in distance education—oral contributions, group reports and working papers submitted to the Symposium on Distance Education, organized by the Council of Europe from 6 October to 10 October 1975 in Tübingen]. Tübingen, DIFF, 1976. No. 17.
☐ Mutschler, Klaus. *Versuch einer Prognose positiven und negativen Lernerverhaltens mittels multifaktorieller Modelle — Eine empirische Untersuchung im Rahmen der Verastaltungen zur Lehrerfort- und -weiterbildung des staatlichen Fernstudiums in Frankreich* [Essay to foresee positive and negative learning behaviour with the help of multifactor models—an empirical study on in-service training for teaching personnel for

distance education]. Tübingen, DIFF, 1976. No. 23.

☐ Müller, Klaus. *Aus- und Fortbildung wissenschaftlicher Mitarbeiter im Fernstudienbereich — Ein Modell zur Weiterqualifizierung wissenschaftlicher Mitarbeiter an grösseren Instituten. Bericht über Planung, Entwicklung und Erprobung am Deutschen Institut für Fernstudien an der Universität Tübingen* [Training and further education of scientific collaborators for distance education. A model of further training of scientific collaborators in important institutions. Report on planning, development and tests at DIFF]. No. 24.

☐ Strecker, Bernd. *Das Problem der Stimulierung und Prüfung im Leistungsbereich «Sprechfertigkeit der englischen Umgangssprache». Dargestellt am Beispiel eines multimedialen Dia-Lernprogramms im Rahmen eines Sprechfertigkeitskurses für Fortgeschrittene des Deutschen Instituts für Fernstudien an der Universität Tübingen* [Problems of stimulation and examining in the course of progressive mastering of colloquial English. Example given by a multi-media learning programme using slides within the context of a language course for advanced learners at the DIFF]. Tübingen, DIFF, 1976. No. 21.

In the *Tübinger Beiträge zum Fernstudium:*

☐ Dohmen, Günther. *Externerstudium — Internationale Entwicklungen zur Einbeziehung des Externenstudiums in den Hochschul- und Weiterbildungsbereichen* [Extension studies. International trends to integrate extension studies into higher education and further education structures]. Weinheim and Basel, Beltz, 1978. No. 12.

☐ Dohmen, Günther (ed.). *10 Jahre DIFF. Erfahrungen und Zukunftsperspektiven des Deutschen Instituts für Fernstudien an der Universität Tübingen* [10 Years of DIFF. Post-experience and future perspectives of DIFF]. Weinheim and Basel, Beltz, 1977. No. 10.

☐ Dohmen, Günther; Rebel, Karlheinz; Wedemeyer, Charles A. *Offenes Lernen und Fernstudium* [Open learning and distance education]. Weinheim and Basel, Beltz, 1976. No. 9.

☐ Schwittmann, Dieter. *Zeit und Lernen im Fernstudium — Eine Untersuchung studienorganisatorischer, mediendidaktischer und bildungspolitischer Probleme des Fernstudiums am Beispiel des Funkkollegs «Biologie»* [Time and learning in distance education. A study on problems of study-organization, media-didactics and politics of education in distance education as shown by the College of the Air courses on biology]. Weinheim and Basel, Beltz, 1980. No. 13.

16. See points 10 and 12.

1. Deutsches Institut für Internationale Pädagogische Forschung

2. German Institute for International Educational Research.

3. Deutsches Institut für Internationale Pädagogische Forschung, Schloss Strasse 29, Postfach 90 02 80, D-6000 Frankfurt/Main.

4. 061/77 10 47.

7. Prof. Wolfgang Mitter.

9. (a) 110 (b) 58

10. Higher education in socialist countries of Eastern Europe; international comparative studies of higher education.

11. No specification.

12. Practice-oriented empirical research and fundamental investigations in national and international context, consultation services, preparation of bibliographies, selective dissemination of information.

13. Yes.

14. *Mitteilungen und Nachrichten* [Information and news].

15. Selective list of publications (1977-1979):

☐ Bayer, Manfred; Kolbe, Manfred. *Die Ausbildung der Lehrer an berufsbildenden Schulen in Grossbritannien, Irland, Schweden* [The training of vocational school-teachers in Great Britain, Ireland and Sweden]. 1977.

☐ Collicelli, Carla; Kodron, Christoph. *Die Ausbildung der Lehrer an berufsbildenden Schulen in Italien, in Frankreich* [The training of vocational school-teachers in Italy and France]. 1978.

☐ Collicelli, Carla. *Reformkonzeptionen der Lehrerbildung in Italien* [Reform concepts of teacher education in Italy]. 1979.

☐ Georg, Walter; Lauterbach, Uwe. *Die Ausbildung der Lehrer an berufsbildenden Schulen in der Bundersrepublik Deutschland* [The training of vocational school-teachers in the Federal Republic of Germany]. 1977.

☐ Gerssenharter, Wolfgang; et al. *Rechtsextremismus als normativpraktisches Forschungsproblem. Eine empirische Analyse der Einstellungen von studierenden Offizieren der Hochschule der Bunderswehr Hamburg sowie von militärischen und zivilen Vergleichsgruppen* [Right-wing extremism as a normative and practical research issue. An empirical analysis of attitudes of officers studying at the Bundeswehr College, Hamburg, and of military and civil groups for comparison]. 1978.

☐ Goldzand, Vladimir; Kodron, Christoph; Novikov, Leonid. *Die Ausbildung der Lehrer an berufsbildenden Schulen in der VR Polen, in der DDR, in der Sowjetunion* [The training of vocational school-teachers in the People's Republic of Poland, the GDR and the Soviet Union]. 1977.

☐ Goldzand, Vladimir. *Das Beschäftigungssystem in Polen. Allgemeine Arbeitsprobleme — Regelung und Probleme der Arbeitsplatzanpassung von Universitätsabsolventen* [The employment system in Poland. General employment issues—regulations and problems of job-adaptation of higher education graduates]. 1978.

☐ Goldzand, Vladimir. *Der Hochschulbereich in Polen. Daten zu Organisation, Studium, Berufseingliederung* [Higher education in Poland. Data on organization, studies and professional integration]. 1978.

☐ Goldzand, Vladimir. *Hochschulen als Vermittler von Berufsqualifikationen: Verbindungsproblem in Bezug auf Hochschulbildung und Beschäftigungswesen in Polen* [Higher education institutions as agencies of professional qualification: problems of linking higher education with the employment system in Poland]. 1979.

☐ Hegedüs, László. *Beschäftigungsprobleme im Zusammenhang mit Hochschulbildung in Ungarn* [Employment problems of manpower as related to higher education qualification in Hungary]. 1978.

☐ Hegedüs, László. *Der Hochschulbereich in Ungarn. Daten zu Organisation, Studium, Berufseingliederung* [Higher education in Hungary. Data on organization, studies and professional integration]. 1978.

☐ Hegedüs, László. *Hochschulen als Vermittler von Berufsqualifikationen: Verbindungsprobleme in Bezug auf Hochschulbildung und Beschäftigungswesen in Ungarn* [Higher education institutions as agencies of professional qualification: problems of linking higher education with the employment system in Hungary]. 1979.

☐ Kahlert, Helmut. *Prolegomena zur Geschichte der Bildungsökonomie* [Preliminary thoughts on the history of economics of education]. 1978.

☐ Köhler, Joachim. *Hochschulen als Vermittler von Berufsqualifikationen: Verbindungsprobleme in Bezug auf Hochschulbildung und Beschäftigungswesen in Yugoslawien* [Higher education institutions as agencies of professional qualification: problems of linking higher education with the employment system in Yugoslavia]. 1979.

☐ Köhler, Joachim. *Das Hochschulwesen in Yugoslawien. Materialien über Organisation, Studien und Arbeitsanpassung* [Higher education in Yugoslavia. Data on organization, studies and work-adaptation]. 1978.

☐ Kolbe, Manfred. *Konzepte der Lehrerausbildungsreform in Schweden* [Concepts of teacher education reform in Sweden]. 1979.

☐ Kopp, Botho von. *Das Beschäftigungswesen in der Tschechoslowakei. Materialien über die wirtschaftliche Organisation — Probleme der Qualifikationsplanung* [The employment system in Czechoslovakia. Information in economic organization—issues of qualification planning]. 1979.

☐ Kopp, Botho von. *Der Hochschulbereich in der CSSR. Daten zu Organization, Studium, Berufseingliederung* [Higher education in Czechoslovakia. Data on organization, studies and professional integration]. 1977.

☐ Kopp, Botho von. *Hochschulen als Vermittler von Berufsqualifikationen: Verbindungsprobleme in Bezug auf Hochschulbildung und Beschäftigungswesen in der Tschechoslowakei* [Higher education institutions as agencies of professional qualification: problems of linking higher education with the employment system in Czechoslovakia]. 1979.

☐ Kraak, Bernhard; Nord-Rüdiger, Dietlinde. *Bedingungen innovativen Handelns. Eine psychologische Untersuchung an Lehrern von Schulen und Hochschulen* [Conditions of innovative action. A psychological inquiry about teachers in schools and higher education institutions]. 1978.

☐ Lynch, James. *Reformkonzeptionen der Lehrerbildung in Grossbritannien* [Concepts of teacher education reform in Great Britain]. 1978.

☐ Miclescu, Maria. *Beschäftigungsprobleme im Zusammenhang mit Hochschulbildung in Rumänien* [Employment problems as related to higher education qualification in Romania]. 1978.

☐ Miclescu, Maria. *Hochschulen als Vermittler von Berufsqualifikationen: Verbindungsprobleme in Bezug auf Hochschulbildung und Beschäftigungswesen in Rumänien* [Higher education institutions as agencies of professional qualification: problems of linking higher education with the employment system in Romania]. 1979.

☐ Miclescu, Maria. *Der Hochschulbereich in Rumänien. Daten zu Organisation, Studium, Berufseingliederung* [Higher education in Romania. Data on organization, studies and professional integration]. 1977.

☐ Mitter, Wolfgang. *Abitur als Universitätsqualifikation in sozialistischen Ländern* [Secondary school graduation: university entrances qualification in socialist countries]. Oxford, Pergamon Press, 1978.

☐ Mitter, Wolfgang. *Hochschulbildungsprobleme in sozialistischen Ländern. Beschreibung eines laufenden Forschungsprojekts* [Problems of higher education in socialist countries. Description of a current research project]. 1979.

☐ Mitter, Wolfgang (ed.). *Hochschulzulassung in Europa. Materialien aus einer Europaratskonferenz über Zulassungstests und Interviews* [Access to higher education in Europe. Materials of a Council of Europe conference about entrance tests and interviews]. 1979.

☐ Müller, Gerhard. *Ernst Krieck und die nationalsozialistische Wissenschaftsreform. Motive und Tendenzen einer Wissenschaftslehre und Hochschulreform im Dritten Reich* [Ernst Krieck and the Nazi reform of the science system. Motives and trends of science theory and higher education reform in the Third Reich]. 1978.

☐ Novikov, Leonid. *Der Hochschulbereich in der Sowjetunion. Daten zu Organisation, Studium, Berufseingliederung* [Higher education in the Soviet Union. Data on organization, studies and professional integration]. 1978.

☐ Sachsenmeier, Peter. *Reformkonzeptionen der*

Lehrerbildung in der Sowjetunion [Concepts of teacher training reform in the Soviet Union]. 1978.

☐ Schmidt, Gerlind. *Beschäftigungsprobleme im Zusammenhang mit Hochschulbildung in der DDR* [Employment problems as related to higher education in the GDR]. 1979.

☐ Schmidt, Gerlind. *Der Hochschulbereich in der DDR. Daten zu Organisation, Studium, Berufseingliederung* [Higher education in the GDR. Data on organization, studies and professional integration]. 1978.

☐ Schmidt, Gerlind. *Hochschulen als Vermittler von Berufsqualifikation: Verbindungsprobleme in Bezug auf Hochschulbildung und Beschäftigungswesen in der DDR* [Higher education institutions as agencies of professional qualification: problems of linking higher education with the employment system in the GDR]. 1979.

☐ Zänker, Uwe. *Das sowjetische Beschäftigungssystem als Empfänger von Hochschulabsolventen. Materialanalyse* [The Soviet employment system as the recipient of higher education graduates. Information analysis]. 1979.

16. Education as a complex research subject; empirical educational research; educational research in international and intercultural comparison; co-operation with other research institutions; freedom of research and practice orientation.

Research in these fields is carried out in the following departments: general and comparative education; psychology; sociology; economics; law and administration; statistics and methodology; vocational education.

1. Hochschul-Informations-System GmbH (HIS)
2. Higher Education Information System.
3. Hochschul-Informations-System GmbH (HIS), Goseriede 9, PO 2920, D-3000 Hanover.
4. 0511/19201.
7. Dr. W. Krönig.
8. Federal and regional authorities.
9. (a) 87 (b) —
10. Development of university management information systems; improvement of efficiency of higher education institutions; research in inclination to higher education; success of studies, etc. by questioning student panels; tasks of the former Zentralarchiv für Hochschulbau [The Central Archives for University Planning and Building]. (Information under points 10 to 16 concerning Zentralarchiv für Hochschulbau is presented at the end of the entry on HIS).
11. Education authorities, presidents, administrators, planners and architects in institutions of higher education.
12. Aids to policy makers and administrators, development and implementation of software for rationalization and information, production and publication of information for use by policy makers and administrators in the field of higher education.
14. *HIS-Kurzinformationen* [HIS brief information], 10-12 issues per year; *Hochschulplanung* [Planning in higher education], 2-3 issues per year.
15. Selective list of publications:

☐ Graeper, Norbert. *Kosten-Nutzen-Analyse am Beispiel eines computer-gestützten Systems der Inventarverwaltung für den Hochschulbereich* [Computer-aided system for inventory administration in a university as an example for cost-efficiency analysis]. 1/1977.

☐ Griesbach, Heinz; Hinsenkamp, Jürgen; Reissert, Reiner. *Einstellungen von Studenten höherer Semester zu Beruf und Arbeitsmarkt* [Attitudes of pre-examination students toward profession and labour market]. 5/1978.

☐ Griesbach, Heinz; Hinsenkamp, Jürgen; Reissert, Reiner. *Studenten zwischen Hochschule und Arbeitsmarkt* [Students between university and labour market]. 1/1978.

☐ Griesbach, Heinz; Lewin, Karl. *Veränderungen im Studien- und Berufsauswahlverhalten der Abiturienten vom Jahrgang 1976 zum Jahrgang 1977* [Change in selection of studies and professions among holders of the 'Abitur' from 1976 to 1977]. 1/1979.

☐ Krönig, Waldemar. *10 Jahre HIS. Politische Einstellungen der Studierenden. Entwicklung der Studierneigung und «überlast»* [10 Years of HIS—political attitudes of students—development of study preferences and 'overload']. 4/1979.

☐ Leute, Ludwig. *LVS — Ein modulares umfassendes Verwaltungs- und Informationssystem für den Lehrbereich* [LVS—computer-aided administration system for teaching—modular comprehensive administration information system for teaching]. 5/1977.

☐ Meindl, Ulrich. *Bestandsaufnahme zur Studienreform* [Projects for curriculum reform]. 2/1977.

☐ Puttendörfer, Meinert. *Aufbau eines Gebäudeatlasses für die Universität Hamburg* [Development of a 'building atlas'—synopsis of technical data and architectural plans—for the University of Hamburg]. 5/1977.

☐ Rösser, Eckhardt; Weidner-Russell, Brigitte. *Investitionen und Folgekosten im Hochschulbereich* [Investments and follow-up costs in universities]. 4/1978.

☐ Schnitzer, Klaus. *Laborplanung in Grossbritannien — Entwurf adaptierbarer Einrichtungen* [Planning of laboratories in Great Britain—Design of adaptable equipment]. 6/1977.

☐ *Ausbildungs- und Berufswege der Abiturienten 1976—zwischen Dezember 1976 und Juni 1978*

[Educational and professional profiles of 1976 school-leavers from December 1976 to June 1978]. 2/1979.

☐ *Computergestützte Systeme der Hochschul-Informations-System GmbH* [Computer-aided systems of University Information System Ltd. – HIS]. Special issue, January 1978.

☐ *Lieferung und Einführung von HIS-Systemen. Untersuchungen und Gutachten der Hochschul-Informations-System GmbH* [Inquiry and opinion on HIS. Testing and evaluation of HIS]. Special issue, February 1978.

16. Selective list: study-success and drop-out quotas; unemployment of graduates; application of performance-indicators in universities; student panels. See also point 10.

Zentralarchiv für Hochschulbau (following on from point 10 above)

10. Higher education policy, its basis, and how it is linked to the planning of construction of universities.

11. Information, expertise and consulting services are given to ministries, universities, planning and building bodies and administrations, institutions and experts in the Federal Republic of Germany and abroad.

12. Consultation services, preparation of bibliographies, selective dissemination of information, organization of expert meetings.

13. Yes.

14. *Bibliographie Hochschulplanung* [Bibliography of university planning]. Annual; *Information* [Information]; *Jahresbericht* [Annual report]; *Planen und Bauen* [Planning and building].

15. Selective list (1976-1980):

☐ Bayer, Werner; Hempel, Ulrich. *Betriebssteuerung in den Hochschulen – Auswirkungen auf Flächenbedarf und Flächenkapazität* [Management in universities – its consequences on space requirements and space capacity]. Zentralarchiv für Hochschulbau. Stuttgart, Forum-Verlag, 1976.

☐ Besch, J. Dietrich; Tillyard, A.G.; Keller, Klaus (in collaboration with). *Verfahren zur Kostenplanung am Beispiel der Länderbauverwaltungen Baden-Württemberg, Berlin, Hessen und Nordrhein-Westfalen* [Procedures of cost planning, shown by examples from the Länder building administrations of Baden-Württemberg, Berlin, Hessen, and Nordrhein-Westfalen]. Zentralarchiv für Hochschulbau. Stuttgart, Forum-Verlag, 1977.

☐ Frey, Eberhard (ed.). *Grundlagen der technischen Versorgung. Ver- und Entsorgung wissenschaftlicher Hochschulen* [Fundamentals of technical supply and equipment. Technical supply and removal services and equipment in buildings for higher education]. Munich, New York, London, Saur, 1980.

☐ Heck, Ludwig; Schmidt, Hans-Ulrich (selected and edited by). *Grosse Universitätskliniken. Colloquium in Mannheim am 4. und 5. November 1976.* [Large University Clinics. Colloquy held at Mannheim on November 4 and 5, 1976]. Zentralarchiv für Hochschulbau. Stuttgart, Forum-Verlag, 1977.

☐ Heck, Ludwig. *Kriterienkatalog zur Erhebung des Baubestandes von Hochschulkliniken. Verabschiedet als Empfehlung des Arbeitskreises Medizinische Forschungs- und Ausbildungsstätten des Zentralarchivs für Hochschulbau* [Catalogue of criteria for the listing of existing university hospital buildings]. Zentralarchiv für Hochschulbau. Munich, New York, London, Saur, 1979.

☐ Jopp, Robert K. (ed.). *Hochschulplanung in Belgien und in den Niederlanden. 6. Internationales Symposion Hochschulplanung* [University planning in Belgium and in the Netherlands. The 6th International University Planning Symposium]. Zentralarchiv für Hochschulbau. Stuttgart, Forum-Verlag, 1977.

☐ Jopp, Robert K.; Rath, Wolfgang (eds.). *Raumkapazität von Hochschulen. Erfahrungen mit der Nutzungsplanung in Hochschuleinrichtungen. 8. Internationales Symposion Hochschulplanung vom 10. bis 12. Mai 1979 in Konstanz* [Space capacity of universities. Experiences with the utilization planning of university equipments. The 8th International University Planning Symposium]. Munich, New York, London, Saur, 1979.

☐ Keller, Klaus; Tillyard, A.G. *Verfahren zur Kostenbewertung dargestellt am Beispiel der Kostenplanung beim Ausbau der TU Berlin.* [Cost evaluation procedures as exemplified by the cost planning for the expansion of the Technical University of Berlin]. Zentralarchiv für Hochschulbau. Stuttgart, Forum-Verlag, 1976.

☐ Kind, Friedbert. *Automatische Klassifikation und Bewertung von Bausystemen dargestellt an Beispielen aus dem Universitäts- und Hochschulbau* [Automatic classification and evaluation of construction systems, illustrated by examples of buildings for higher education]. Zentralarchiv für Hochschulbau. Stuttgart, Forum-Verlag, 1977.

☐ Schmidt, Hans-Ulrich. *Bausysteme im Hochschulbau* [Construction systems for university buildings]. In: Planen und Bauen, No. 20, Zentralarchiv für Hochschulbau (forthcoming).

☐ *Bedarfsermittlung und Bemessungsgrundlagen für die Planung von Kunsthochschulen* [Assessment of space needs and calculation bases for the planning of art schools]. Auszug aus Arbeiten des Sonderforschungsbereichs 63 – Hochschulbau. Zentralarchiv für Hochschulbau. Munich, New York, London, Saur, 1978.

16. Consumption of energy and media in buildings; technical equipment in hospital buildings; planning with space guidelines; listing up of exist-

ing space in university hospital buildings; planning of building space utilization; sports facilities of universities; university libraries; hygiene and hospital planning and building. See also points 10 and 11.

1. Institut für Arbeitsmarkt- und Berufsforschung, der Bundesanstalt für Arbeit (IAB)
2. Institute of Employment Research, Federal Employment Institute.
3. Institut für Arbeitsmarkt- und Berufsforschung, der Bundesanstalt für Arbeit (IAB), Regensburger Str. 104, Postfach, D-8500 Nürnberg 1.
4. 0911/17 1.
5. 06/22 348.
7. Dr. Dieter Mertens.
8. Federal Employment Institute.
9. (a) 112 (b) 45.
10. Transition from school/university to work; educational attainment and income distribution; unemployment of highly qualified manpower; flexibility of employment structures; technological developments and their effects on the labour market; and problems of the international labour market.
11. Employers' and employees' associations as well as any interested person or institution engaged in politics, economy, education and science.
12. Documentation and information; transformation of research findings; co-ordination of relevant research activities; surveys; provision of guidelines for political decisions; and promotion of activities in the field of labour market statistics.
13. Yes.
14. *Mitteilungen aus der Arbeitsmarkt- und Berufsforschung, MittAB* [Employment research]. Quarterly. *Quintessenzen aus der Arbeitsmarkt- und Berufsforschung* [Summarized results of employment research].
In addition, the Institute publishes at irregular intervals:
☐ *Beiträge zur Arbeitsmarkt- und Berufsforschung* [Monographs on employment research].
☐ *Experten-Register, ExpertAB* [a register listing experts in the field of labour market research].
☐ *Forschungsdokumentation zur Arbeitsmarkt- und Berufsforschung* [Register of current activities in employment research].
☐ *Glossaries of employment research* [in English and French].
☐ *Handbuch zu den ausbildungs-, berufs- und wirtschaftszweigspezifischen Beschäftigungschancen, ABC-Handbuch* [Handbook on employment prospects according to vocational training, occupation and industry].
☐ *Literaturdokumentation zur Arbeitsmarkt- und Berufsforschung* [Bibliographic documentation on employment research].
☐ *Materialien aus der Arbeitsmarkt- und Berufsforschung* [Topics from employment research].
15. Selective list (1976-1980):
In *Mitteilungen aus der Arbeitsmarkt- und Berufsforschung:*
☐ *Berufliche Integration von Fachhochschulabsolventen* [Professional integration of higher vocational college graduates]. No. 1/1980.
☐ In *Beiträge zur Arbeitsmarkt- und Berufsforschung:*
☐ Baethge, Martin; et al. *Bildungs- und Qualifikationsforschung* [Research on education and qualifications]. No. 15, IAB, Nürnberg, 1977.
☐ Saterdag, Herman; Stegmann, Heinz. *Jugendliche beim Übergang vom Bildungs- in das Beschäftigungssystem (1980)* [Youth and its transit from education to productive work]. No. 41, IAB, Nürnberg, 1980.
☐ Tessaring, Manfred; Werner, Heinz. *Beschäftigungsprobleme von Hochschulabsolventen in einigen EG-Ländern* [Employment problems of graduates in some countries of the European Community]. No. 46, IAB, Nürnberg, 1980.
In *Literaturdokumentation zur Arbeitsmarkt- und Berufsforschung:*
☐ Cyprian, R.; Parmentier, K.; Tessaring, M. *Hochqualifizierte Arbeitskräfte. Berufliche Qualifikations- und Beschäftigungsprobleme. Aktuelle Literatur und Forschungsberichte* [Highly qualified employees. Problems of professional qualification and employment. Up-to-date research bibliographic studies]. No. 6, IAB, Nürnberg, 1978.
In *Materialien aus der Arbeitsmarkt- und Berufsforschung:*
☐ *Arbeitsplätze für Männer ohne Hauptschulabschluss* [Jobs for people without high-school grades]. No. 8/1977.
☐ *Bedarf und Angebot an Ingenieuren und Naturwissenschaftlern in der Bundesrepublik Deutschland bis 1990* [Offer and demand of engineers and scientists in the FRG until 1990]. No. 8/1976.
☐ *Beschäftigungslage und Berufschancen für Wirtschaftswissenschaftler, Juristen, Sozialwissenschaftler, 1961 bis 1990* [Employment situation and professional prospects for economists, law-graduates and social scientists, from 1961 to 1990]. No. 9/1976.
☐ *Potentielle strukturelle Ungleichgewichte zwischen Bildungs- und Beschäftigungssystem in der Bundesrepublik Deutschland bis 1990. Kurzdarstellung des Prognos-Gutachtens* [Potential and structural distorsions between education and employment systems in the FRG until 1990. Short description of forecast judgements]. No. 7/1977.
☐ *Die Zukunft der Hochschulabsolventen. Teil 1: Eine Übersicht über 23 Akademikerprognosen der «zweiten Generation»* [Future of graduates. Part 1: a survey on 23 academic forecasts of the 'second generation']. No. 7/1976.

☐ *Die Zukunft der Hochschulabsolventen. Teil 2: Ergebnisse — Gesamtprognosen* [The future of graduates. Part 2: results and general forecasts]. No. 2/1977.
☐ *Die Zukunft der Hochschulabsolventen. Teil 3: Ergebnisse — Lehrerprognosen* [The future of graduates. Part 3: results and forecast for teachers]. No. 3/1977.
☐ *Die Zukunft der Hochschulabsolventen. Teil 4: Ergebnisse — Ingenieur-, Naturwissenschaftler-Prognosen* [The future of graduates. Part 4: results and forecast for engineers and scientists]. No. 4/1977.
☐ *Die Zukunft der Hochschulabsolventen. Teil 5: Ergebnisse — Medizin-, Zahnmedizin-, Pharmazie-Prognosen* [The future of graduates. Part 5: results—forecasts for doctors, dentists and pharmacists]. No. 5/1977.
☐ *Die Zukunft der Hochschulabsolventen. Teil 6: Kritische Beurteilung der Akademiker-Prognosen der «zweiten Generation»* [The future of graduates. Part 6: critical judgement of academics: forecasts of the second generation]. No. 6/1977.
16. Selective list: interrelation between educational employment; analyses of the structure and tendences in development of higher education; employment situation of highly qualified manpower. See also points 10 and 12.

1. Institut für die Pädagogik der Naturwissenschaften (IPN)
2. Institute for Science Education.
3. Institut für die Pädagogik der Naturwissenschaften (IPN), Olshausenstrasse 40-60, D-2300 Kiel 1.
4. 431/8803120.
7. Prof. Karl Frey.
8. Autonomous.
9. (a) 100 (b) 50
10. Research in science education and development of curriculum materials.
11. Teachers, pupils, administrators, planners, researchers, students.
12. Co-operation with those directly involved in the educational field (teachers, pupils, students ...); collaboration with those indirectly involved in the educational field (educational planners, specialists in particular subjects, teacher trainers, heads of seminars ...); consultation at direct and indirect educational levels; communication on educational research work at home and abroad; development of processes for the testing and evaluation of curricula; qualifications of university staff, and staff at teacher training institutions (especially in the field of science education).
13. Yes.
14. *European journal of science education* (published by Taylor & Francis Ltd., London, in collaboration with the Institute for Science Education).
☐ *SEE* published jointly by the School of Education, Tel Aviv; Institute for Science Education, Kiel; Center for Study of Evaluation, University of California, Los Angeles.
15. Selective list (1976-1979):
☐ Adl-Amini, B.; Frey, K.; Hameyer, U. (eds.). *Curriculum innovation. Reports and recommendations.* Kiel, IPN, 1978.
☐ Aregger, K. *Innovation in sozialen Systemen* [Innovation in social systems]. Vol. I and II. Bern/Stuttgart, Haupt UTB, 1976. Band I: *Einführung in die Innovationstheorie der Organisation* [Vol. I: Introduction to the innovation theory of organization]. Band II: *Ein integriertes Innovationsmodell am Beispiel Schule* [Vol. II: An integrated innovation model: the school].
☐ Frey, K.; et al. *Curriculum Reform unter europäischen Perspektiven* [Curriculum reform from the European point of view]. Aarau/Frankfurt, Sauerländer/Diesterweg, 1978.
☐ Frey, K.; et al. (eds.). *Research in science education in Europe—perspectives, structural problems and documentation 1976.* Report of a Co-operative Study and a European Contact Workshop, organized by the Council of Europe and IPN, Kiel. Amsterdam and Lisse, Swets & Zeitlinger, 1977.
☐ Geisser, H.; Streitz, N. *Naturwissenschaftsdidaktik als Studienfach. Kommentierte Dokumentation ausländischer Studiengänge. Reihe IDK (Information-Dokumentation-Kooperation)* [Didactics in natural sciences as a specific field of study. Annotated documentation on foreign curricula. IDK series (Information-Documentation-Co-operation)]. Köln, Aulis, 1978.
☐ Hameyer, U. *Innovationsprozesse. Analysemodell und Fallstudien zum sozialen Konflikt in der Curriculumrevision* [Innovation processes. Model of analysis and case studies dealing with social conflicts as a result of curriculum revision]. Weinheim/Basel, Beltz, 1978.
☐ Hameyer, U. *Vier Gesichtspunkte zur Förderung von Innovationsprozessen im Bildungssektor* [Four points of view concerning the promotion of innovation processes in the education sector]. In: IPN-Kurzbericht 14. Kiel, IPN, 1978.
☐ Hameyer, U. *School curriculum in the context of lifelong learning.* UIE Monographs No. 9, Unesco Institute for Education, Hamburg and Unesco, Division of ED/SCM, Paris, 1979.
☐ Niehusen, B. et al.; *Manual der IPN-Programmbibliothek, 1 und 2* [Manual of the IPN programme library. Vol. 1 and 2]. IPN-Arbeitsbericht 23. Kiel, IPN, 1978.
☐ Rost, J. *Diagnostik des Lernzuwachses — Ein Beitrag zur Theorie und Methodik von Lerntests* [Analysis of the growth of learning—a contribution to the theory and methodology of tests]. IPN-Arbeitsbericht 26. Kiel, IPN, 1977.
16. List of research areas (selective list):

(a) Areas of observation: adult education; teacher training; developmental psychology; history of sciences; science theory.
(b) Areas of preliminary investigation: comprehensive concepts of chemistry teaching; long-term effectiveness; basic science courses in the upper level of the gymnasium; professional orientation; experiments in science education; innovation.
(c) Areas of concentrated research: information—documentation—co-ordination; environmental education; matter and the conversion of matter—chemistry curriculum grades 8 to 10; unit bank biology curriculum; elaboration of concepts.
(d) Secondary areas of application: informatics and science education; teaching methods; adaptation of the Sussex Scheme; science teaching in the media at orientation level; sex education; differentiation between compulsory and optional science courses.

1. Institut für Test- und Begabungsforschung
2. Institute for Test Development and Talent Research.
3. Institut für Test- und Begabungsforschung, Koblenzer Strasse 77, D-5300 Bonn 2.
4. 02221/363947.
7. Dr. Günter Trost.
8. German National Scholarship Foundation.
9. (a) 25 (b) 13
10. Development of instruments to predict performance in various university subject areas: admission tests for studies in medicine and pharmacy.
11. Researchers, administrators, planners of higher education.
12. Serving educational administration and policy making concerning higher education; serving a national scholarship foundation; basic research into the prediction of academic success.
13. Yes.
14. *Berichte des Instituts für Test- und Begabungsforschung* [Reports from the Institute for Test Development and Talent Research]. Bonn.
☐ *Jahresberichte der Studienstiftung* [Annual reports of the German National Scholarship Foundation]. Bonn.
15. Selective list of publications:
☐ Bickel, H. *Diagnose der Studierfähigkeit für die Philologien* [Assessment of the aptitude for studies in modern languages]. Minerva Publikation, Munich, 1980.
☐ Blum, F. *Studiereignung für die Ingenieurwissenschaften* [Study preference in engineering]. Minerva Publikation, Munich, 1980.
☐ Bögel, G. *Elektronische Datenverarbeitung bei Entwicklung und Einsatz von Studierfähigkeitstests* [Electronic data processing in the development and use of scholastic aptitude tests]. Bericht Nr. 3 des Instituts für Test- und Begabungsforschung, Bonn, 1977.
☐ Christian, H. *Studierfähigkeit für das Fach Rechtswissenschaft* [Aptitude for studies in law]. Minerva Publikation, Munich, 1980.
☐ Kreifelts, B. *Bericht über eine deutsche Version des Law School Admission Test und des Admission Test for Graduate Study in Business* [Report on a German version of the Law School Admission Test and the Admission Test for Graduate Study of Business]. Bericht Nr. 5 des Instituts für Test- und Begabungsforschung, Bonn, 1979.
☐ Rahn, H. *Interessenstruktur und Bildungsverhalten* [Structure of interests and educational attitudes]. Georg Westermann Verlag, Braunschweig, 1978.
☐ Rahn, H. *Testentwicklung und Testeinsatz durch die Studienstiftung des deutschen Volkes* [Development and use of tests by the German National Scholarship Foundation]. Bericht Nr. 1 des Instituts für Test- und Begabungsforschung, Bonn, 1976.
☐ Trost, G.; Schneider-Wolber, Karin A. *Bildungsweg und Leistung in einem Studierfähigkeitstest* [Educational direction and performance in a study aptitude test]. Bericht Nr. 4 des Instituts für Test- und Begabungsforschung, Bonn, 1978.
☐ Trost, G.; et al. *Studienfeldbezogene Tests zur Abiturientenberatung* [Study field related tests for student counselling at the transition into higher education]. Bericht Nr. 6 des Instituts für Test- und Begabungsforschung, Bonn, 1979.
☐ Trost, G.; Bickel, H. *Studierfähigkeit und Studienerfolg* [Scholastic aptitude and academic achievement]. Minerva Publikation, Munich, 1979.
16. See point 10.

1. Interdisziplinäres Zentrum für Hochschuldidaktik
2. Interdisciplinary Centre for Higher Education.
3. Interdisziplinäres Zentrum für Hochschuldidaktik, Sedanstrasse 19, D-2000 Hamburg 13.
4. 040/41233848.
7. Prof. Rolf Schulmeister.
8. University of Hamburg.
9. (a) 23 (b) 23
10. Socialization in higher education; evaluation studies of curriculum development projects; university teacher training.
11. University teachers and students in different disciplines, faculties.
13. Will answer foreign enquiries on the following topics: evaluation concepts and methods, medical education, orientation courses for beginners, socialization processes in higher education, reform of studies in law, medicine, psychology, natural sciences and others, new fields of activity in humanities, teacher training courses, etc.

14. *Hochschuldidaktische Arbeitspapiere* [Working papers on higher education R&D].
Hochschuldidaktische Stichworte [Keywords in higher education].
15. Selective list of publications:
☐ Bülow, M. (ed.). *Evaluation I* [Evaluation I]. In: Hochschuldidaktische Arbeitspapiere, No. 8.
☐ Bülow, M.; Klüver, J. *Theorie und Praxis in Hochschulcurricula* [Theory and practice in higher education]. In: Hochschuldidaktische Stichworte.
☐ Flechsig, K.-H. *Die Entwicklung von Studiengängen* [Development of curricula]. In: Hochschuldidaktische Stichworte.
☐ Flechsig, K.-H. *Prüfungen und Evaluation* [Examinations and evaluation]. In: Hochschuldidaktische Stichworte.
☐ Gehrmann, G.; Wildt, J., (eds.). *Projektorientiertes Studium I* [Project-oriented studies I]. In: Hochschuldidaktische Arbeitspapiere, No. 2.
☐ Huber, Ludwig. *Ziele und Aufgaben von Tutorien* [Aims and tasks of tutorials]. In: Hochschuldidaktische Stichworte.
☐ Krüger, Helga (ed.). *Berufsfeldanalysen* [Analyses of professional field]. In: Hochschuldidaktische Arbeitspapiere, No. 3.
☐ Klüver, J. (ed.). *Reform der Studieneingangsphase I* [Reform of the initial phase of the Curriculum I]. In: Hochschuldidaktische Arbeitspapiere, No. 1.
☐ Klüver, J. (ed.). *Reform der Studieneingangsphase II* [Reform of the initial phase of the Curriculum II]. In: Hochschuldidaktische Arbeitspapiere, No. 5.
☐ Meyer-Althoff, M. (ed.). *Evaluation II* [Evaluation II]. In: Hochschuldidaktische Arbeitspapiere, No. 11.
☐ Meyer-Althoff, Martha (ed.). *Tutorentätigkeit und Tutorenausbildung* [Tutorial work and tutor's training]. In: Hochschuldidaktische Arbeitspapiere, No. 4.
☐ Müller, W. *Berufliche Qualifikation als Ziel wissenschaftlicher Ausbildung* [Professional qualification as an aim of science education]. In: Hochschuldidaktische Stichworte.
☐ Müller, W. *Berufsforschung und Hochschuldidaktik* [Professional research and higher education]. In: Hochschuldidaktische Stichworte.
☐ Ottersbach, H.G. (ed.). *Berufsfeldanalysen II* [Analyses of the professional field II]. In: Hochschuldidaktische Arbeitspapiere, No. 10.
☐ Ottersbach, H.G. (ed.). *Reform der Studieneingangsphase III* [Reform of the initial phase of the Curriculum III]. In: Hochschuldidaktische Arbeitspapiere, No. 9.
☐ Portele, G. *Lernmotivation* [Learning motivation]. In: Hochschuldidaktische Stichworte.
☐ Reinisch, H. (ed.). *Planspiele* [Simulation games in higher education]. In: Hochschuldidaktische Arbeitspapiere, No. 7.
☐ Reiss, V.; Schulmeister, R. *Sozialisation in der Hochschule* [Socialization in higher education]. In: Hochschuldidaktische Stichworte.
☐ Wildt, J. (ed.). *Projektorientiertes Studium II* [Project-oriented studies II]. In: Hochschuldidaktische Arbeitspapiere, No. 6.
16. See point 10.

1. Max-Planck-Institut für Bildungsforschung
2. Max-Planck Institute for Educational Research.
3. Max-Planck-Institut für Bildungsforschung, Lentzeallee 94, Berlin 33.
4. 82 95-1.
6. BILFO BERLIN.
7. Prof. Hellmut Becker, Director of the Max-Planck Institute for Educational Research; Prof. Dietrich Goldschmidt, Director at the Max-Planck Institute for Educational Research.
9. (a) 140 (b) 60
10. The Institute is divided into five interdisciplinary fields of research: socialization (concerned with an individual's development throughout his life and his interaction with a changing environment; school; administration and law in education); economics of education; education and employment.
☐ Research in the *school* field is devoted to the following areas:
(a) long-term processes of learning and education;
(b) the response of educational institutions to society's demands for qualified manpower;
(c) organization of institutionalized learning;
(d) organization of instruction—processes of interaction and communication in the school; and
(e) reciprocal effects of formal learning and of learning outside of school.
☐ Within the field *administration and law in education*, the relationship between private, public and constitutional law was examined. These investigations have provided principles for institutional autonomy within the context of the welfare state, as well as fundamental information on the legal and political conditions of educational reforms. Future efforts in this field will concentrate on answering some of the questions that have been raised by the extension of the legal powers of government to matters of internal school and curriculum organization. Among the topics to be discussed are administrative supervision and control of schools, and the legal status of schools.
☐ The last two research fields *economics of education* and *education and employment* have one very important thing in common: their fields of inquiry focus upon the interrelationship of education, employment system and national economy. Differences between them depend upon the parti-

cular perspectives and formulations of research projects. Objects of study in economics of education are, first, the education system and its problems as seen from the standpoint of economics; second, general interrelationships between education and the economy; and third, the structures of interdependence of education and other areas of national activity. Recently attempts have been made to integrate the topics and theoretical approaches of this field in systematic terms, and to show its points of contact with sociological theory. Theoretical work is continuing in connection with analyses of the development of higher education in FRG and abroad.

11. Researchers and graduate students of education and social sciences, policy makers in education.

12. The Institute concerns itself with the crucial problems of educational processes, the cultural, economic and institutional conditions under which they take place, and of the questions they raise for society. The research concentrates, in principle, on basic questions, but it aims to help solve, at least in the long run, some of the problems faced by education in society, whether they be of a practical or policy-making nature.

☐ Acting in the capacity of independent advisors, at regional, national, or international levels, many researchers at the Institute have contributed, inter alia, to the work of commissions and international organizations. The teaching activities of members of the Institute in various institutions of higher education provide additional means for disseminating expertise.

14. *Informationen über Neuerwerbungen* [Information on recent acquisitions]—every three weeks.

Report on educational affairs—about every two years.

15. Selective list (1977-1979):

☐ Goldschmidt, D. (ed.). *Technologie in Entwicklungsländern. Möglichkeiten eigenständiger Entwicklung. Probleme des Transfers, neue Wege der Ausbildung, Chancen wirtschaftlicher Zusammenarbeit* [Technology in developing countries. Possibilities of endogenous development. Problems of transfer, new ways of training, possibilities of economic co-operation]. Münchner, Weltforum Verlag, 1978.

☐ Händle, C.; Althoff, H. *Demokratisierung in der Schule und in der beruflichen Ausbildung. Gutachten. (Demokratisierung und Mitwirkung im Bildungswesen Schwedens und der Bundesrepublik Deutschland* [Democratization in school and in vocational training. Evaluation. (Democratization and co-administration in the Swedish and FRG education systems)]. D. Goldschmidt (ed.). Vol. 4. Braunschweig, Westermann, 1978.

☐ Hegelheimer, B. *Berufsqualifikation und Berufschancen von Frauen in der Bundesrepublik Deutschland* [Qualifications and employment of women in the Federal Republic of Germany]. Berlin, 1977.

☐ Hüfner, K.; Nauman, J. *Konjunkturen der Bildungspolitik, Vol. 1: Der Aufschwung (1960-1967)* [Cycles of educational policy. Vol. 1: The education boom in the Federal Republic of Germany (1960-1967)]. Stuttgart, Klett, 1977.

☐ Schmitz, E. *Leistung und Loyalität. Berufliche Weiterbildung und Personalpolitik in Industrieunternehmen* [Performance and loyalty. Continuing education and personnel policy in industry]. Stuttgart, 1978.

Materialien aus der Bildungsforschung [Educational research materials]:

☐ Köhler, Helmut. *Der relative Schul- und Hochschulbesuch in der Bundesrepublik Deutschland 1952 bis 1975. Ein Indikator für die Entwicklung des Bildungswesens* [The relative levels of enrolment in schools and institutions of higher education in the Federal Republic of Germany 1952-1975. Indicators for the development of the education system]. Vol. 13, 1978.

☐ *Thesaurus Bildungsforschung* [Thesaurus of educational research].

Statistical analysis on specific topics selected for the work going on at the Institute e.g.:

☐ Köhler, H. *Quellen der Bildungsstatistik. Eine kommentierte Zusammenstellung statistischer Veröffentlichungen* [Sources of statistics on education. An annotated review of statistical publications]. Berlin, 1977.

16. See points 10, 12 and 14.

1. Professur für Hochschuldidaktik der Wirtschaftswissenschaften, Institut für Market und Plan, Johann Wolfgang Goethe Universität

2. Chair for Higher Education in Economics, Institute for Planning and Market Research, Johann Wolfgang Goethe University.

3. Professur für Hochschuldidaktik der Wirtschaftswissenschaften, Institut für Market und Plan, Johann Wolfgang Goethe Universität, Senckenbergaulage 31, D-6000 Frankfurt/Main 1.

4. 061/798 38 13 ext. 3849.

7. Prof. Ulrich Peyter Ritter.

8. Frankfurt University, Department of Economics and Business Administration.

9. (a) 5 (b) 3

10. Innovative teaching-learning situations in economics; staff development; student attitudes and motivation; participatory and anticipatory learning.

11. University teachers and students in economics and business administration.

12. Improve teaching in the department of economics; develop new teaching learning models; do basic research and evaluate improvements; develop new courses and materials.

13. Yes, in German, English, French or Spanish.
15. Selective list of publications:
☐ Huber, L. et al. *Rückmeldung und Unterrichtskritik als Instrumente zur Selbststeuerung in einem wirtschaftswissenschaftlichen Seminar — Einige praktische Verfahren* [Feedback and evaluation of instruction as instruments toward student direction of courses; in an economics seminar—some practical experiences]. In: Auswertung, Rückmeldung. Kritik im Hochschulunterricht, Vol. 11, Erfahrungen und Folgerungen, Blickpunkt Hochschuldidaktik 51, Hamburg, 1978.
☐ *Kleine Fibel zur Prüfungsvorbereitung* [Handbook for the preparation of examinations]. Blickpunkt Hochschuldidaktik, H. 46, Hamburg, 1977.
16. See point 10.

1. Wissenschaftliches Zentrum für Berufs- und Hochschulforschung, Gesamthochschule Kassel
2. The Centre for Research on Vocational and Higher Education, Comprehensive University of Kassel.
3. Wissenschaftliches Zentrum für Berufs- und Hochschulforschung, Gesamthochschule Kassel, Henschelstrasse 2, D-3500 Kassel.
4. 804 24 15.
7. Prof. Ulrich Teichler.
8. Comprehensive University of Kassel.
9. (a) 12 (+10 associates) (b) 8
10. Occupations and qualifications; structural relationships between higher education and employment; higher education and teaching; planning and organization of higher education.
11. Researchers, planners, as well as government authorities and social groups.
12. Contribution to the development of theory, empirical surveys, analyses of reforms in higher education and work, information activities (symposia, surveys, literature reviews), publication of studies on higher education and work, collections of materials, documentation on relevant literature and exchange of publications.
14. *Forschungsschwerpunkte in der Berufsfeld- und Hochschulforschung* [Major topics of research on higher education and work]. 1977.
Zwischenbericht über den Aufbau eines Wissenschaftlichen Zentrums für Berufsfeld- und Hochschulforschung an der Gesamthochschule Kassel [Interim report on the establishment of the Centre for Vocational and Higher Education at the Comprehensive University of Kassel]. 1977.
15. Selective list of publications:
☐ Brinckmann, Hans; Hackforth, Susanne; Teichler, Ulrich. *Die neuen Beamtenhochschulen* [The new colleges for the training of civil servants]. Frankfurt/Main, Campus, 1980.
☐ Hermanns, Harry; Tkocz, Christian; Winkler, Helmut. *Soziale Handlungskompetenz von Ingenieuren* [Social competence of engineers]. In: Wissenschaftliches Zentrum für Berufs- und Hochschulforschung. Werkstattberichte, Vol. I and II, Kassel, 1979.
☐ Pfeiffer, K. *Untersuchung des Implementationsinstrumentariums von Hochschulreformprogrammen anhand einer synoptischen Darstellung. Untersuchung der legislativen Umsetzung von Hochschulreform- und Studienreforminhalten des HRG, des HHG und des HUG* [Study on measures for the implementation of higher education reform: a synopsis. Analysis of legislative implementation of the contents of the higher education and studies reforms for the Hessian General Educational Law]. In: Arbeitspapiere, Nr. 4, Kassel, 1979.
☐ Teichler, U. *Bildung und Statusdistribution* [Education and status distribution]. In: Raschert, J. (ed.). Qualifikation oder Sozialisation? Jahrbücher für Erziehungswissenschaft, 3/1979, Stuttgart, 1979.
☐ Teichler, U. *Hochschulbildung und Beschäftigung in der BRD. Tendenzen und veränderliche Forschungsansätze aus vergleichender Sicht* [Higher education and employment in the Federal Republic of Germany. Trends and changing research approaches from the comparative point of view]. In: Arbeitspapiere, Nr. 3, Kassel, 1978.
☐ Teichler, U. (ed.). *Hochschule und Beruf. Problemlage und Aufgaben der Forschung* [Higher education and profession: present conditions and tasks of research]. Frankfurt/Main, 1979.
☐ Teichler, U. *Das japanische Erziehungssystem* [The Japanese education system]. In: Pohl, M. (ed.). Japan 1977/78: Politik und Wirtschaft. Hamburg, 1978.
☐ Teichler, U. *Materialien zur Arbeitsmarktlage von Hochschulabsolventen* [Materials on the labour market conditions for graduates]. In: Arbeitspapiere, Nr. 6, Kassel, 1979.
☐ Teichler, U.; Winkler, H. (eds.). *Praxisorientierung des Studiums* [Practice-oriented study courses]. Frankfurt/Main, 1979.
☐ Teichler, U. *Probleme der Hochschulzulassung in den Vereinigten Staaten. Zulassungstests und offener Hochschulzugang in einem differenzierten Bildungssystem* [Problems of access to higher education in the United States: tests and open admissions in a diversified education system]. München, 1978.
☐ Teichler, U.; Winkler, H. *Vorüberlegungen zur Gründung des Wissenschaftlichen Zentrums für Berufs- und Hochschulforschung* [Thoughts on the establishment of the Centre for Research on Vocational and Higher Education]. In: Arbeitspapiere, Nr. 1, Kassel, 1978.
☐ Winkler, H. *Zur Theorie und Praxis der Gesamthochschulplanung* [Theory and practice in comprehensive university planning]. Munich, 1979.

16. Evaluation of reform processes in higher education; institutional problems in the realization of occupational orientation in higher education; structural effects of the development of regional universities; bibliographies of studies and occupations; practice of final examinations; analysis of the market for art; occupation and university—on the changes in the higher educational system and its relationship with occupations as regards changes in professional perspectives; occupational orientation of higher education; analysis and evaluation of information from the employment system; perspectives of the long-range functional changes in higher education; changes in the relationship between higher education and the labour market in the Federal Republic of Germany; social competence of engineers; professional activities of economists; theory of implementation; history of the Comprehensive University of Kassel.

1. Zentrales Institut für Fernstudienforschung (ZIFF), Fernuniversität
2. Central Institute for Research into Distance Education.
3. Zentrales Institut für Fernstudienforschung, Fernuniversität, P.O.B. 940, D-5800 Hagen.
4. 02331/804 580.
5. 823 137 feuni d.
6. Fernuniversität ZIFF, Postfach 940, D-5800 Hagen.
7. Prof. Börje Holmberg.
8. University for Distance Education—Comprehensive University.
9. (a) 16 (b) 12
10. Problems related to distance forms of higher education; the systems of distance education; teaching and study methods; target groups of distance education.
11. Researchers, teachers and other persons involved in distance forms of higher education.
12. Theoretical research serving faculties of Fernuniversität in Hagen; preparation of research surveys and bibliographies.
13. Yes (in English).
14. *ZIFF Papiere* [ZIFF papers]; *ZIFF Hinweise* [ZIFF notes].
15. Selective list (1977-1980):

☐ Cube, Felix v. *Über Lehrstrategien und Medieneinsatz im Fernunterricht* [On teaching strategies and the use of media in distance education]. In: ZIFF Papiere, Nr. 29, May 1979.

☐ Delling, R.M. *Briefwechsel als Bestandteil und Vorläufer des Fernstudiums* [Correspondance instruction, predecessor and part of distance education]. In: ZIFF Papiere, Nr. 19, February 1978.

☐ Doerfert, Frank; Graff, Kurt. *Die lexivisuelle Gestaltung von gedruckten Studienmaterialien* [The lexical-visual composition of printed study material]. In: ZIFF Papiere, Nr. 18, December 1977.

☐ Elton, L.R.B. *Can Keller-Plan help in our understanding of the problems of distant learning?* In: ZIFF Papiere, Nr. 23, July 1978.

☐ Fritsch, H. *Fernstudium* [Distance education]. In: Europäische Enzyklopädie Erziehungswissenschaft. Klett-Cotta Verlagsgem, 1980.

☐ Fritsch, H. *Fernstudium im Medienverbund* [Distance education and audiovisual media]. In: Wörterbuch der Weiterbildung. Kösel Verlag, 1980.

☐ Fritsch, Helmut. *Zur innerbetrieblichen Weiterbildung: Kurzbericht über eine Umfrage an der Fernuniversität* [Continued education during work: a short report on a questionnaire of the Distance Education University]. In: ZIFF Hinweise, July 1977.

☐ Graff, Kurt. *Kommunikative Kompetenz von und in Fernstudieneinrichtungen* [Communicative competence of and in institutions of distance education]. In: ZIFF Papiere, Nr. 24, September 1978.

☐ Graff, K.; Ehmann, Christoph. *Fernstudium in Deutschland. Rezension* [Distance education in Germany]. In: Epistolodidaktika 1978: 1.

☐ Graff, Kurt; Merkel, Angelika. *Medien- und Methodenverbund an der Fernuniversität. Skizze eines bildungsökonomischen Forschungsprojekts* [The relation of media and methods at the Distance Education University. Draft of a research project on the economics of education]. In: ZIFF Hinweise, June 1978.

☐ Hawkridge, David. *Seven years of tuition and counselling research at the Open University.* In: ZIFF Papiere, Nr. 25, October 1978.

☐ Heinze, Th.; Klusemann, H.W. *Fernstudium und Identität. Aus der Lebensweltanalyse von Fernstudenten* [Distance education and identity. Analysis of living conditions of distance education students]. In: Mentor 1978: 2.

☐ Heinze, Th.; Klusemann, H.W. *Zur Lebenswelt von Fernstudenten* [Living conditions of distance education students]. In: Mentor 1977: 1.

☐ Holmberg, B. *The development of correspondence education—an international concern.* In: Correspondence education: dynamic and diversified. ICCE. London, Tuition House, 1978.

☐ Holmberg, Börje. *Die Ergänzung des Fernstudiums durch Nahstudium* [Complementing distance studies through on-campus studies]. In: ZIFF Papiere, Nr. 15, October 1977.

☐ Holmberg, Börje. *Kostenaspekte des Fernstudiums* [Financial aspects of distance education]. In: ZIFF Hinweise, February 1978.

☐ Holmberg, Börje. *Das Leitprogramm im Fernstudium* [The main study programme in distance education]. In: ZIFF Papiere, Nr. 17, November 1977.

☐ Holmberg, B. *Les méthodes d'enseignement à*

distance appliquées en Suède et en République Fédérale d'Allemagne [Distance education methods applied in Sweden and in the Federal Republic of Germany]. In: Réunion-Débat. Angers, CERCA, 1977.

☐ Holmberg, B. *Notizen aus der skandinavischen Fernstudienwelt* [Information on the Scandinavian experiences on distance education]. May 1978.

☐ Holmberg, B. *On strategies and tactics in educational research—plurality but deficient communication.* In: Research in education 19, 1978.

☐ Holmberg, B. *Tutoring distant students.* In: Epistolodidaktika 1977:2.

☐ Marton, Ference. *Learning as seen from the learner's point of view.* In: ZIFF Papiere, Nr. 30, June 1979.

☐ Moore, Michael. *On a theory of independent study.* In: ZIFF Papiere, Nr. 16, November 1977.

☐ Östlyngen, Emil. *Distance education in the light of systems thinking and utilisation of models.* In: ZIFF Hinweise, January 1979.

☐ Schümer, R. *Anmerkungen zur Evaluation für den maschinellen Korrekturdienst* [Notes on the evaluation of mechanical correction]. In: Tauber, M.J. (ed.). Der Computer als didaktisches und organisatorisches Hilfsmittel des Fernstudiums, Paderborner Forschungsberichte FEoLL, Vol. 8/9. Paderborn, 1979.

☐ Sewart, David. *Continuity of concern for students in a system of learning at a distance.* In: ZIFF Papiere, Nr. 22, June 1978.

☐ Thiele, Joachim. *Wissenschaftliche Kommunikation in der Erziehungswissenschaft am Beispiel «Fernstudium»* [Scientific communication in educational sciences as exemplified by 'distance education']. In: ZIFF Hinweise, July 1978.

☐ Valgañón, Carlos Moya. *Die Studenten einer Fernuniversität. Eine soziologische Analyse* [Students of a distance education university. A sociological analysis]. In: ZIFF Hinweise, December 1978.

☐ Wedemeyer, Charles A. *Learning through technology.* In: ZIFF Papiere, Nr. 26, December 1978.

☐ Weiss, Manfred. *Alternative Ansätze zur Berücksichtigung des Effizienzkonzepts bei der Vorbereitung von Entscheidungen im Bildungsbereich* [Alternatives of the efficiency concept for the preparation of educational decisions]. In: ZIFF Papiere, Nr. 27, January 1979.

☐ Weissbrot, Eleasar. *Studenten-Betreuung — Stellung und Funktionen im Fern-Lehr-System auf Hochschulbasis* [Student counselling — position and function in a distance education system as part of higher education]. In: ZIFF Hinweise, December 1977.

☐ Weltner, Klaus. *Die Unterstützung autonomen Lernens im Fernstudium durch integrierende Leitprogramme* [The support of autonomous learning through integrated guide programmes in distance education]. In: ZIFF Papiere, Nr. 17, November 1977.

☐ Vereinigung Hamburger Lernmediengestalter eV. *Der ästhetische Begriff der Beteiligung in unserer Arbeit für die Fernuniversität Hagen* [The esthetic concept of our participation in the Distance Education University of Hagen]. In: ZIFF Hinweise, November 1977.

16. Selective list of projects to be carried out in 1980: internal economics in distance education; the use of computers for teaching in distance education; student participation and student dropout; student service; status and trends in distance forms of higher education; interaction: learning styles (teaching methods) content of learning; training of mentors supporting distant students; life and study conditions of distant students; advising prospective students; distance study and professional opportunities. See also point 10.

1. Zentrum I Bildungsforschung, Sonderforschungsbereich 23, Universität Konstanz

2. Centre I Educational Research, Special Collaborative Programme 23, University of Konstanz.

3. Zentrum I Bildungsforschung, Sonderforschungsbereich 23, Universität Konstanz, Postfach 5560, D-7750 Konstanz.

4. 07531/88 2539.

5. 0733359 univ d.

7. Prof. Hansgert Peisert.

8. University of Konstanz.

9. (a) 47 (b) 36

10. The conditions, process and consequences of institutionalized education.

11. Planners, researchers.

15. Selective list of publications (1977-1979):

☐ Dann, H.-D.; et al. *Umweltbedingungen innovativer Kompetenz. Eine Längsschnittuntersuchung zur Sozialisation von Lehrern in Ausbildung und Beruf* [Environmental conditions of innovative competence. A cross-sectoral study on the socialization of teachers in training and work]. Konstanz, 1978. [Also edited in book form: Stuttgart, Klett-Cotta, 1978.]

☐ Framhein, G.; Peisert, H. *Abiturienten und Auslandsstudium. Eine Untersuchung über Motive und Bedingungen für ein Auslandsstudium* [Secondary school-leavers and studies abroad. A study on motivations and conditions for studies abroad]. Konstanz, 1977. [Also edited in book form: Bundesministerium für Bildung und Wissenschaft (ed.). *Schriftenreihe Bildungsplanung 23.* Bonn, 1977.]

☐ Grüneberg, L. *Die soziale Situation ausländischer Studenten in der Bundesrepublik Deutschland. Eine Studie am Beispiel von türkischen, indonesischen und afrikanischen Studenten* [The so-

cial situation of foreign students in the FRG. A study on Turkish, Indonesian and African students]. Konstanz, 1978. [Also edited in book form: Bundesministerium für Bildung und Wissenschaft (ed.).]

☐ Krause, F. *Erfassung potentieller Sozialisationsbedingungen angehender Lehrer. Entwicklung eines Messinstruments* [Description of potential conditions of socialization for future teachers. Development of a parameter]. Konstanz, 1978.

☐ Müller-Fohrbrodt, G.; Cloetta, B.; Dann, H.-D. *Der Praxisschock bei jungen Lehrern. Formen — Ursachen — Folgerungen. Eine zusammenfassende Bewertung der theoretischen und empirischen Erkenntnisse* [The shock of practice amongst young teachers. Patterns—causes—consequences. A concise evaluation of theoretical and empirical findings]. Konstanz, 1978. [Also edited in book form: Stuttgart, Klett, 1978]

☐ Peifer, H. *Lehrerausbildung im Urteil der Hochschule. Bildungsziele — Reformbereitschaft — Praxisbezug. Eine Befragung von Hochschuldozenten zum Problem der Förderung innovationsorientierter Einstellungen bei angehenden Lehrern* [Teacher training seen by the university. Educational goals—readiness for reforms—practice-oriented. An inquiry amongst university lecturers on the promotion of innovation-oriented attitudes of new teachers]. Konstanz, 1977. [Also edited in book form: Stuttgart, Klett, 1977]

☐ Peisert, H.; Framhein, G. *Das Hochschulsystem in der Bundesrepublik Deutschland* [The higher education system in the FRG]. Konstanz, 1979. [Also edited in book form: Stuttgart, Klett-Cotta, 1979. (In English: *Systems of higher education: Federal Republic of Germany.* New York, International Council for Educational Development, 1978)]

16. University graduates' educational life history and their concept of life; socialization in higher education; socialization of competence; aggression in school.

GREECE/GRÈCE/GRECIA/ГРЕЦИЯ

1. Ethniko Kentro Kinonikon Erevnon
2. National Centre for Social Studies.
3. Ethniko Kentro Kinonikon Erevnon, Sophocleous Str. 1/V, Athens 122.
4. 3212 611.
7. Prof. Vassilis Filias.
8. Ministry of Co-ordination.
9. (a) 90 (b) 52
10. Professional orientation of graduates in Greece; personal careers and social characteristics of higher education personnel in Greece.
11. Administrators and planners of education.
12. Educational administration services.
15. *Carrières personnelles et caractéristiques sociales du personnel d'enseignement supérieur en Grèce* [Personal careers and social characteristics of higher education personnel in Greece]. [Title submitted in French]
§16. See point 10.

1. Kentro Programmatismou kai Economikon Erevnon (KEPE)
2. Centre of Planning and Economic Research.
3. Kentro Programmatismou kai Economikon Erevnon (KEPE), 22, Hippokratous Street, Athens, T 144.
4. 36 27 321.
7. Prof. Reghinos D. Theocharis.
8. Ministry of Co-ordination.
9. (a) 190 (b) 80
10. In the context of KEPE's objectives with regard to the planning for economic and social development in Greece: economics of higher education; planning of educational development.
11. Staff of KEPE, researchers at home and abroad, policy decision makers, social sciences graduate students, teachers' unions, students' unions, etc.
12. Support planning activities at the national and/or regional level, facilitate the policy maker, disseminate selective information.
15. Selective list of publications (1976 —) [titles submitted in English]:

☐ Papageorgiou, J. *A goal-programming model for resource allocation in the school system of Greece.* Research paper No. 9, 1976.

☐ Theofanidis, St.; Bitsikas, G. *Specifications for development studies.* [In Greek only] 1978.

☐ *Preliminary guidelines for the 1976-80 plan of economic and social development.* 1977.

16. Selective list: labour market experience and social status of young Greeks 12-18 years of age; discovery, development and utilization of their talents; the research system of Greece; long-range social and cultural perspective of Greece within the frame of its economic development and its joining the European Community. See also point 10.

1. Ypiresia Epistimonikis Erevnis kai Technologias
2. Scientific Research and Technology Agency.
3. Ypiresia Epistimonikis Erevnis kai Technologias, 48 Vas. Konstantinou Street, Athens 501.

4. 733 474.
5. 214075 yeet gr.
7. Dr. G.S. Argyropoulos.
8. Ministry of Co-ordination.
9. (a) 60 (b) 30
10. In the general programme of the Agency's activities: formulation of research policy and funding of research programmes in the field of higher education.
11. Administration in charge of research and higher education, universities, research institutes.
12. Formulation of a National Programme of Research and Technology according to which research funding is organized.
15. *Survey of research programmes and research institutions in Greece 1975.* 1977. [Title submitted in English]
16. See points 10 and 12.

HUNGARY/HONGRIE/HUNGRÍA/ВЕНГРИЯ

1. **Felsöoktatasi Pedagogiai Kutatóközpont**
2. Research Centre for Pedagogy of Higher Education.
3. Felsöoktatasi Pedagogiai Kutatóközpont, Rigo u. 16, 1431 Budapest, VIII.
4. 141 230.
8. Ministry of Education.
9. (a) 83 (b) 39
10. Structure of higher education systems and institutions; comparative studies on higher education; admission to higher education; recurrent and permanent education; graduate employment; correspondence and evening courses.
11. Administrators, planners, researchers, teachers, university staff.
12. Serving educational administration, consultation services, preparation of bibliographies, selective dissemination of information, comparative studies, pilot research.
14. *Szakirodalmi tajékoztato* [Guidebook for literature in education]; *Tanulmányok a felsöoktatas köréböl* [Studies in higher education].
15. Selective list (1976-1979):

☐ Benedek, Andrasné; Goller, N. Agota; Szabo, Maténé (eds.). *Téjékoztato a diploma utani továbbképzési formákról Magyarorszagon* [Information on post-graduate training in Hungary]. Budapest, 1978.

☐ Csoma, Gyula. *A munka melletti tanulás* [In-service training]. Budapest, 1977.

☐ Csonka, Jozsef (ed.). *Korszerü nyelvoktatas III. Tanulmányok a szaknyelvoktatás köréböl* [Modern study of foreign languages. III]. Budapest, 1978.

☐ Déri, Miklosné (ed.). *Kilenc europai orszag felsöoktatasi strukturaja. (Tanulmanykötet)* [Structure of higher education in nine European countries. Collection of studies]. Vol. 1-2, Budapest, 1976.

☐ Déri, Miklosné (ed.). *Palyakezdö diplomások négy szocialista orszagban* [Employment situation of higher education graduates—examples from four socialist countries]. Budapest, 1979.

☐ Forintos, György; Völgyesy, Pál (eds.). *A felvételi eljaras korszerüsitésének problémaja* [Problems of modernization of the admission procedures]. Budapest, 1977.

☐ Kovacs, Ilma (ed.). *Tavoktatás a Pécsi Tanárképzö Föiskolán 1973-1977* [Lifelong training at the Teacher Training College of Pecs, 1973-1977]. Budapest, 1978.

☐ Laszlo, Tivadarné (ed.). *A felsöoktatasi intézmények belsö szervezete. (Tanulmanykötet)* [Structure of higher education institutions. Collection of studies]. Budapest, 1976.

☐ Nagyné, Szegvári Katalin; Ladányi, Andor. *Nök az egyetemen. 1. kötet: Küzdelmek a nök egyetemi tanulmanyaiért* [Women in universities. Vol. 1: The struggle for women's access to higher education]. Budapest, 1976.

☐ Sipos, Istvánné. *Felvételi rendszerek a szocialista orszagokban* [Admission system to higher education in the socialist countries]. Budapest, 1976.

☐ Széchy, Eva. *The development of Hungarian higher education and present problems of its modernization.* Budapest, 1976.

☐ Szilard, Istvan (ed.). *Egyetemi és föiskolai hallgatók egészségi állapotanak vizsgalata* [Health situation of students in universities and colleges in Hungary]. Budapest, 1978.

☐ Viczian, János. *A magyar egyetemi és föiskolai diáklapok bibliografiája 1857-1972. (Felsöoktatástörténeti kiadvanyok)* [Bibliography of Hungarian student papers. 1857-1972. Collection: papers from the history of higher education]. Budapest, 1978.

☐ Völgyesy, Pál (ed.). *Korszerü modszerek alkalmazása a felvételi eljarásban* [Modern methods in the admission procedures]. Budapest, 1979.

16. Admission and intelligence tests; living and working conditions and value orientations of university and college students; comparative studies of higher education; regional structure of higher education institutions; organization and administration of higher education institutions; historical

development of higher education; in-service teacher training; didactics of higher education; territorial structure of higher education; studies abroad; higher education and the concept of lifelong education; collaboration between higher secondary education institutions in selecting candidates for higher education; participation of students in higher education programmes; curricula development in higher education.

1. **Orszagos Oktatástechnikai Központ**
2. National Centre for Educational Technology.
3. Orszagos Oktatástechnikai Központ, Secretariat for International Relations, 1519 Budapest, *and also* 8201 Veszprém, Schönherz Zoltan u. 2.
4. 80/11351.
5. h 32310.
7. Dr. Ferenc Genzwein.
8. Ministry of Education.
9. (a) 130 (b) 80
10. The role of educational technology in teacher training; development and use of learning packages in distance education.
11. Administrators, planners, researchers, teachers, students of education involved and interested in the development of educational technology.
12. Preparation of courses, consultation services, preparation of bibliographies, dissemination of information, etc.
13. Yes.
14. *Audio-visual proceedings* [title submitted in English].
15. *Educational technology and its national centre* (temporary title) [title submitted in English].
16. Development and use of teaching packages for public education; the modern school building and its technical equipment and services.

ISRAEL/ISRAËL/ИЗРАИЛЬ

1. **Hamahlaka Le-Horaa Be-Mada Ube-Technologia, Technion-Israel Institute of Technology**
2. Department of Education in Technology and Science.
3. Department of Education in Technology and Science, Technion-Israel Institute of Technology, Haifa.
4. 04/233501.
5. 46650.
7. Prof. Azriel Evyatar.
8. Technion, Israel Institute of Technology.
10. Selective list: students' achievements; individualized instruction; improving learning processes; modular learning; application of educational technology.
11. Researchers, teachers, students of education.
12. Fulfilment of degree requirements, consultation services.
15. Mainly articles in journals.
16. See point 10.

1. **Merkaz Humphrey, Ben Gurion University of the Negev**
2. The H.H. Humphrey Centre for Social Ecology.
3. Merkaz Humphrey, Ben Gurion University of the Negev, P.O.B. 653, Beer Sheva 84120.
4. 057/64676.
7. Prof. Yoram Neumann.
8. Ben Gurion University.
10. Higher education decision-making processes; administration of higher education institutions; organization of university departments; faculty behaviour; attitudes and receptivity of Israeli universities.
11. Researchers, planners, educators.
12. Serving educational administration, consultation services, selective dissemination of information.
16. See point 10.

1. **Yehida Le-Tichnun U-Fituach Academi, Hebrew University**
2. Unit for Academic Planning and Development.
3. Yehida Le-Tichnun U-Fituach Academi, Mount Scopus Campus, Hebrew University, P.O.B. 4100, Jerusalem.
4. Local number 882914.
8. Hebrew University of Jerusalem.
9. (a) 3
10. The Unit is a small department attached to the Rector's Office of the Hebrew University. It is engaged in institutional research to assist the Committee for Academic Planning and Development. The Unit assembles statistical data and prepares analyses, projections, surveys, etc., concerning the university itself as well as other universities in Israel and abroad. In addition, the Unit prepares data and other information as requested by other university bodies and outside agencies (such as the Ministry of Education, the Government Bureau of Statistics, etc.).
11. See point 10.
12. See point 10.
15. Selective list of publications (titles were submitted in English):

☐ *Background material connected with the opening of new study programs.*
☐ *Distribution of students among the different faculties expressed in F.T.E. terms.* 1979.
☐ *Faculty work load.* 1977.
☐ *Financial aid and assistantships for graduate students.* 1978.

16. Comparative study of resources (support staff, equipment, and operating budgets) at the disposal of various academic units; bachelor's degree requirements in the different faculties; the academic career in Israel: recruitment and promotion patterns.

ITALY/ITALIE/ITALIA/ИТАЛИЯ

1. Centro didattico nazionale di studi e documentazione
2. National Centre of Didactic Studies and Documentation.
3. Centro didattico nazionale di studi e documentazione, Via Buonarroti 10, 50122 Florence.
7. Mr. Enzo Petrini.
8. National Ministry of Education.
9. (a) 112 (b) 10
10. Applied research.
12. To collect pedagogical documentation; to make known trends in experimentation and research.
14. Pedagogical Information and Documentation Service; card index file; updated files; announcement of new publications.
16. See point 10.

1. Centro Internazionale di Ricerche e Documentazione sui problemi dell'Università e della cooperazione universitaria (CIRDU)
2. International Centre for Research and Documentation on University Problems and Inter-university Co-operation.
3. Centro Internazionale di Ricerche e Documentazione sui problemi dell'Università e della cooperazione universitaria (CIRDU), Università di Camerino, Via Roma, 62032 Camerino.
4. 39/737 2737.
5. 560024.
7. Prof. Luigi Labruna (President); Prof. Marcello Felici (Director).
8. University of Camerino.
9. (a) 6 (b) –
10. Legislation on universities; inter-university co-operation; administration of higher education institutions.
11. Administrators, researchers, teachers, students of education, social and political institutions involved in problems of higher education.
12. Serving educational administration, consultation services, preparation of bibliographies, selective dissemination of information, planning of co-operation agreements between Italian and foreign universities.
13. Yes.
15. Selective list 1978-1980:
☐ Correale, G. *L'autonomia universitaria* [University autonomy].
☐ Felici, M., (ed.) *La questione universitaria. Le ragioni della crisi. I nodi della riforma* [University problems. Causes of the crisis. Problems with the reform].
☐ Felici, M.; Mosciatti, G., (eds.) *Università: le riforme promesse* [Universities: promised reforms].
☐ Labruna, Luigi. *Società civile e Università. Tre interventi* [Civic society and university. Three interventions]. Università degli Studi di Camerino, 1977.
☐ *Les aspects culturels et scientifiques des accords de Helsinki* [Cultural and scientific aspects of the Helsinki agreements].
☐ *Volume on the Karl-Marx University (GDR).*
16. Selective list: perspective for italian universities; the new law on professors and teaching experiments in Italian universities; structure of higher education in Poland. See also point 10.

1. Centro Studi Investimenti Sociali (CENSIS)
2. Centre for Studies on Social Investments.
3. Centro Studi Investimento Sociali (CENSIS), Piazza di Novella, 2, 00199 Roma.
4. 8390641.
7. Mr. Gino Martinoli, President; Mr. Fabio Taiti, Director.
8. Private foundation.
9. (a) 28 (b) 18
10. Within its research and consultation activities in the field of higher education, CENSIS concentrates on the following problems: liaison between the university and the labour market; student aid; financing institutions of higher education.
11. Researchers and planners of education, teaching staff and others concerned with development of higher education in Italy.
12. Knowledge of operating structures of institutions; statistical data on students and teachers; educational administrative service.
14. *Quindicinale di note e commenti CENSIS* [Fortnightly notes and comments CENSIS].
15. Selective list (1976-):
Within *CENSIS Ricerca* series:

☐ *Scuola e Partecipazione Sociale — La prima applicazione dei decreti delegati* [School and social participation—first application of the approved laws].
☐ *XI Rapporto/1977 sulla situazione sociale del Paese* [11th Report/1977 on the social situation of the country].

Within *CENSIS Contributi* series:
☐ *Ipotesi di Interventi per riattivare il mercato del lavoro* [Theoretical measures for renewal of the labour market].
☐ *Le previsioni scolastiche: rendiconto di una esperienza* [Educational provisions: report on one experience].

Other CENSIS publications:

☐ *L'alternanza tra formazione e lavoro* [Alternating between education and work]. 1976.
☐ *Diploma, Università, Occupazione.* Indagine su una leva di diplomati degli Istituti Tecnici [Degree, university, employment. (Inquiry on graduates of the technical institutions of education)]. 1977.
☐ *Gli interventi nel campo del diritto allo studio.* Analisi quantitativa e qualitativa delle politiche di assistenza scolastica in Italia [Interventions concerning the right to education. Quantitative and qualitative analyses of student aid policies]. 2 vol. 1976.
☐ *La scelta dei corsi de laurea da istituire nell'Università di Udine* [Selection in the graduation courses at the University of Udine]. 1978.

LUXEMBOURG/LUXEMBURGO/ЛЮКСЕМБУРГ

1. Département de formation pédagogique, Centre universitaire de Luxembourg
2. Department of Pedagogical Training, Luxembourg University Centre.
3. Département de formation pédagogique, Centre universitaire de Luxembourg, 162a, avenue de la Faïencerie, Luxembourg.
4. 216 21.
7. Prof. Edmond Wagner.
8. Luxemburg University Centre.
10. The research done in this department concerns, in general, secondary education. Occasionally it deals with higher education, but always in connection with subject matter taught at secondary level.
11. Teaching staff, students of education.
12. Diverse objectives.
13. Due to limited staffing, requests from abroad can only be answered in exceptional cases.
16. See point 10.

NETHERLANDS/PAYS-BAS/PAÍSES BAJOS/НИДЕРЛАНДЫ

1. Afdeling Onderzoek en Ontwikkeling van Onderwijs, Rijksuniversiteit, Utrecht
2. Department of Research and Development in Higher Education.
3. Afdeling Onderzoek en Ontwikkeling van Onderwijs, Rijksuniversiteit, Utrecht, Maliebaan 5, 3581 CA Utrecht.
4. 030/331113.
7. Dr. G.W. Ackers.
8. State University of Utrecht.
9. (a) 22 (b) 13
10. The Department of Research and Development in Higher Education offers professional assistance to all (teachers and students) concerned with education within the University of Utrecht. The department's activities can be considered under the following headings:
(a) Advice and consultancy (development of new courses, the establishment of new study programmes to meet revised, up-dated objectives, the testing and development of alternative teaching methods and the improvement of testing and examination techniques);
(b) Research projects (projects directed towards the furthering of knowledge of the teaching/learning process, of the relationship between different educational factors, and the development of measuring instruments and procedures);
(c) Seminars for university teachers centred round the following topics: facilities and organizational framework for teaching and learning; introduction course for new university teaching staff; course development; the structure of the first year of academic study; evaluation—measurement and decision making; test construction; practical work and tutorials; teaching students in large numbers; motivation; objectives; working in groups.

11. Faculty members, teachers, policy makers, etc.
12. See point 10.
14. *'R&D' memo series.* A periodical designed for university teachers and other interested parties.
Mededelingen (Report series) in which research results, developed instruments, project reports, manuals and so forth are published.
Bibliographies (including on-line retrieval) on educational topics.
16. See point 10 referring to research projects.

1. Afdeling Onderwijsresearch, Vrije Universiteit, Amsterdam
2. Department for Educational Research, Free University, Amsterdam.
3. Afdeling Onderwijsresearch, Vrije Universiteit, Postbus 7161, 1007 MC Amsterdam.
4. 020/5483806.
7. Dr. G.F. Bernaert.
8. Free University, Amsterdam.
9. (a) 9 (b) 7
10. Analysis and evaluation of study programmes and instructional systems; instructional methods; quality of teaching and learning skills.
11. Administrators, teachers and students.
12. Research and development as well as consultations on problems specified under point 10.
13. Yes.
15. Selective list of publications:
☐ Bernaert, G.F. *Sturing van het onderwijsleerproces, cognitieve capaciteit en leersituatie. Dissertatie V.U.* [Steering the teaching-learning process, cognitive ability and learning situation. Dissertation]. Staatsuitgeverij, 's-Gravenhage, 1978. (SVO-reeks nr. 14.)
☐ Hoeksma, L.A.; Bernaert, G.F.; Os, W. van. *De propedeuse Sociale Geografie: feiten en meningen. Een onderzoek naar de studieresultaten van eerstejaars studenten* [The first year course in social geography. Facts and opinions. An investigation into student performance]. 1979.
☐ Os, W. van; Brants, J. *Evaluatie propedeuse Biologie — tussentijds verslag I: enquete-resultaten en studielast eerste semester. Evaluatie propedeuse Biologie — tussentijds verslag II: interviewverslagen en aanbevelingen eerste semester. Evaluatie propedeuse Biologie — tussentijds verslag III: interviewverslagen, enqueteresultaten en aanbevelingen tweede semester. Evaluatie propedeuse Biologie — tussentijds verslag IV: studielast en studieresultaat eerste jaar* [Evaluation of the first year course in the biology department; 4 interim-reports]. 1977, 1978, 1979.
16. Organization and evaluation of a foundation course in education, courses in lecturing, educational measurement and study skills; analysis and evaluation of study programmes in different faculties e.g. implementation of individual programmes of study in the medical faculty. See also point 10.

1. Bureau Onderzoek van Onderwijs aan de Landbouwhogeschool te Wageningen
2. Centre for Educational Research and Development of the Agricultural University Wageningen.
3. Bureau Onderzoek van Onderwijs aan de Landbouwhogeschool te Wageningen, Stadsbrink 389 III, 6707 AC Wageningen.
4. 08370/84486.
7. Organizational structure with a temporary coordinator.
8. Agricultural University Wageningen.
9. (a) 5 (b) 4
10. Individual study systems; project teaching; quantitative analysis of student progress; training university teachers.
11. University teachers, educational and student committees.
12. Development of individual system of study; research into project teaching; consultation services; and programmes for university staff development.
13. Yes.
15. Muggen, G. *Meten en sturen van studierendement* [Measuring and directing student output].
16. See points 10 and 12.

1. Bureau Onderzoek van Onderwijs, Rijksuniversiteit, Leiden
2. Educational Research Centre.
3. Bureau Onderzoek van Onderwijs, Rijksuniversiteit, Leiden, Boerhaavelaan 2, 2334 EN Leiden.
4. 071/148333 ext. 5390.
7. Dr. H.F.M. Crombag.
8. State University of Leiden.
9. (a) 12 (b) 7
10. Training of complex cognitive skills; educational measurement; economics of education, legal issues in education; study motivation; teacher training.
11. Teachers, administrators.
12. Assistance to faculty members and administrators.
13. Yes.
15. Bibliography of the articles, reports, memoranda, written by the staff of the institute.
16. See point 10.

1. Central Bureau voor Onderzoek van het Wetenschappelijk Onderwijs (CBWO)
2. Central Bureau for Research into University Education.
3. Central Bureau voor Onderzoek van het Wetenschappelijk Onderwijs (CBWO), Prinses Beatrixlaan 428, Postbus 590, 2270 AN Voorburg.
4. 070/694381.

7. Dr. P. Buis.
8. Netherlands Universities' Council.
9. (a) 4 (b) 3
10. The bureau itself does not undertake research, apart from some reviews of literature.
11. Researchers, teachers, administrators, planners.
12. The tasks assigned: to support the activities of the RWO (Organization for Institutional Research) centres; to support the collective efforts of those centres; to give teaching staff acess to information and advice based on research and leading innovations in education; to promote young scholars in acquiring competence as researchers in this field.
14. *R.W.O.-contact*, internal newsletter, 1976; *R.W.O.-project file 1975-1976*, 1976.
15. Selective list of publications:
☐ Vroeigenstijn, A.I. *Bouwstenen voor een beleid, achtergronden van het beleidsplan van de C.R.W.O.* [Building blocks for a policy, background of the policy plan of the CRWO]. Voorburg, C.B.O.W.O./A.R., 1978.
☐ Vroeijenstijn, A.I. *Research into university education in the Netherlands: organization and policy.* Prepared for the Third International Congress of the European Association for Research and Development in Higher Education, Klagenfurt, 2-6 January 1979.
16. See point 10.

1. Centrum voor Didactiek en Orderzoek van Onderwijs, Technische Hogeschool, Twente
2. Centre for Educational Research and Development.
3. Centrum voor Didactiek en Onderzoek van Onderwijs, Technische Hogeschool, Twente, P.O. Box 217, 7500 AE Enschede.
4. 053/894508.
7. Dr. J.M. Donders.
8. Twente University of Technology.
9. (a) 28 (b) 11
10. Problem-solving techniques in higher education; course reconstruction and evaluation; instructional development; staff development.
11. Teaching staff of the Twente University of Technology, administrators.
12. (Re-)construction of courses, consultation services, selective information on the education field, setting up teacher training courses, etc. (only for the staff of the Twente University of Technology).
15. Selective list of publications:
☐ Kobus, J.A. *Verslag van de kursus Educational Technology in Higher Education gehouden van 13 maart tot 1 april 1977 te Newcastle upon Tyne* [Account of an educational technology course in higher education held from March 13 to April 1, 1977, in Newcastle upon Tyne]. 1977.
☐ Krammer, H.P.M.; Smuling, E.B. *De ontwikkeling van een microteaching-kursus; projektverslag* [The Development of a microteaching course; a project account]. 1977.
☐ Kramers-Pals, H.; Ruijter, C.T.A. *Evaluation of a university chemistry programme; paper for the 3rd International Conference on Chemical Education, Dublin.* 1979.
☐ Mettes, C.T.C.W.; Pilot, A.; Roossink, H.J. *Het leren oplossen van problemen in de thermodynamika; vierde tussentijds verslag van het projekt Thermodynamika* [Teaching and learning problem solving in thermodynamics; fourth interim account of the project]. 1979.
☐ Mettes, C.T.C.W., et al. *Teaching and learning problem solving in thermodynamics (some results of two experimental courses); paper presented at EARDHE's 3rd International Congress held in Klagenfurt.* 1979.
☐ Smuling, E.B. *Development and evaluation of the 'Dyadic training in lecturing'; paper presented at EARDHE's 3rd International Congress held in Klagenfurt.* 1979.
☐ Smuling, E.B. *Diadetraining «Geven van hoorkolleges»; een rapport over de opzet van een training in doceervaardigheden* [Dyadic training in 'lecturing'; a report on the development of a training in teaching skills]. 1977.
☐ Smuling, E.B. *Doceervaardigheden; projektverslag over de ontwikkeling van een docententraining gericht op het geven van hoorkolleges* [Teaching skills; a project account on the development of a teacher training aimed at improving lecturing]. 1978.
☐ Smuling, E.B.; Hout, J.F.M.J., van. *Geven van hoorkolleges; een handleiding bij training in doceervaardigheden* [Improving your lecturing: a manual for the training in teaching skills]. 1977.
16. Problem-solving techniques in higher education; staff development; interdisciplinary education. See also points 10 and 12.

1. Centrum voor Onderzoek van het Wetenschappelijk Onderwijs (COWO), Universiteit van Amsterdam
2. Centre for Research into Higher Education, University of Amsterdam.
3. Centrum voor Onderzoek van het Wetenschappelijk Onderwijs (COWO), Universiteit van Amsterdam, Oude Turfmarkt 149, 1012 GC Amsterdam.
4. 020/5252835.
7. Dr. W.G. Zijlstra.
8. University of Amsterdam.
9. (a) 14 (b) 12
10. Cognitive learning; learning from text; teacher development; student learning strategies; computer-assisted instruction (CAI); instruction for problem-solving; test theory; curriculum development; the project method; and evaluation.

11. University teachers and administrators, students.
12. Applied educational research, intending to yield knowledge that can be put to good use within the University of Amsterdam, but also outside the university; basic educational research that is necessary to be able to fulfil the primary task above; translating educational knowledge into policy measures both at the department level and for administration; and enable students of educational research to do practical work.
13. Yes.
14. No periodical publications, apart from extensive bi-annual reports (in Dutch) on the functioning of the COWO.
15. Approximately 60 project reports in the last two years. They are listed in the latest bi-annual report. Selective list [titles submitted in English]:
☐ Berkel, H. van; Wilbrink, B. *Test theory.*
☐ Blom, G. *Project method.*
☐ Breuker, J.; et al. *Learning from text.*
☐ Camstra, B.; Dijk, T. van; Avoird, W. van der. *Computer-assisted instruction.*
☐ Neervoort, T., Verbeek, J.; Blom, G. *Curriculum development.*
☐ Tromp, D.; Dijk, T. van. *Problem solving.*

1. Centrum voor Onderzoek van Wetenschappelijk Onderwijs (COWO), Rijksuniversiteit, Groningen
2. Centre for Research into Higher Education.
3. Centrum voor Onderzoek van Wetenschappelijk Onderwijs (COWO), Rijksuniversiteit, Groningen, Oude Kijk in 't Jatstraat 13, 9712 EA Groningen.
4. 050/115293.
7. Dr. G.W.H. Heijnen.
8. State University of Groningen.
9. (a) 8 (b) 6
10. Evaluation of curricula and course evaluation.
11. Teachers.
12. Improving curricula and courses with regard to a number of criteria such as student learning and motivation.
13. Yes.
14. *Annual report of the Centre for Research into Higher Education.* [Title submitted in English].
15. Selective list of monographs (1977-1979) [Titles submitted in English]:
☐ *Reports evaluating curricula of different study courses.*
☐ *Effects of formative tests explained by a LISREL-model.*
☐ *Validation of a structural diagram of an individualized study system.*
☐ *Microteaching in the Netherlands.*
☐ *ISEC: instrument for system evaluation.*
16. Developing a systematic approach for evaluation of curricula and courses; attribution theory; problem solving in discussion groups; information processing.

1. Instituut voor Onderzoek van het Wetenschappelijk Onderwijs (IOWO), Katholieke Universiteit, Nijmegen
2. Centre for Research into Higher Education, Catholic University, Nijmegen.
3. Institut voor Onderzoek van het Wetenschappelijk Onderwijs (IOWO), Katholieke Universiteit, Nijmegen, Verlenade Groenestraat 75, 6525 EJ Nijmegen.
4. 080/512470.
7. Dr. J.F.M.J. van Hout.
8. Catholic University Nijmegen.
9. (a) 15 (b) 13
10. Curriculum construction; computer-assisted instruction (CAI); staff development; learning processes; student outcomes; study environment, study habits; evaluation of studies.
11. Teachers, administrators and planners.
12. Improvement and renewal of instruction and learning mainly in view of the needs of the university. It includes: serving educational administration; consultation services; selective dissemination of information.
13. Yes.
14. *Annual reports* [in Dutch].
15. Selective list of publications:
☐ Dousma, T.J.; Wolters, L.A.M.M. *Onderwijskundige Professionalisering van Docenten aan de KUN, projektverslag* [Educational professionalization of teaching staff at the Catholic University of Nijmegen. A project report]. IOWO, September 1979.
☐ Jongepier, P.; et al. *Scheikunde: adviezen voor effectief studeren* [Chemistry: a manual for effective learning]. IOWO, November 1979.
☐ Smuling, E.B.; Hout, J.F.M.J. van. *Geven van hoorkolleges: een handleiding bij training in doceervaardigheden* [Lecturing: a manual for training teaching skills]. IOWO, 4-44.
☐ Wagemakers, J.; Willems, J. *Individuele studiesystemen: een bruikbare en toepasbare vernieuwing* [Individualized study systems]. Groningen: Wolters-Noordhoff, 1979.
☐ Willems, J.M.H.M. *Probleemgeoriënteerd (groeps) onderwijs. Een methode om kennis te laten functioneren* [Problem oriented group teaching. A method to let knowledge function]. IOWO, November 1978.
☐ Wolters, L.A.M.M. *Handleiding voor het kiezen van onderwijsvormen* [A manual for deciding on teaching-learning situations]. IOWO, 1977.
16. See points 10 and 12.

1. **Interfacultaire Werkgroep Onderwijs-Research, Erasmus Universiteit, Rotterdam**
2. Department of Educational Research and Development.
3. Interfacultaire Werkgroep Onderwijs-Research, Erasmus Universiteit, Rotterdam, Postbus 1738, 3000 DR Rotterdam.
4. 010/635029.
7. Dr. C.F. van der Klauw.
8. Erasmus University of Rotterdam.
9. (a) 10 (b) 8
10. Research, development and evaluation of courses and curricula in medical, law, economics, sociological, historical and philosophical studies; research on study methods; training of university teachers.
11. Teachers and students of education.
12. Consultation services.
13. This depends on the nature and the extent of the enquiries.
14. *Transfer.*
15. Selective list of publications:

☐ Klauw, C.F. van der; Nedermeijer, J. *Eindrapport OMEN-projekt. Onderzoek Mentorstelsel van de Juridische Faculteit Rotterdam* [Final report OMEN-project. A study of the tutorial system of the Rotterdam Law Faculty]. May 1979.

☐ Klauw, C.F. van der; Lubbers, M. *Evaluation of education: a review.* January 1979.

☐ Nedermeijer, J. *The evaluation of a tutorial system: a two-year programme of tutor groups for law students.* January 1979.

16. See point 10.

1. **Onderwijs Research Centrum, Katholieke Hogeschool, Tilburg (ORC/KHT)**
2. Educational Research Centre, Tilburg University.
3. Onderwijs Research Centrum, Katholieke Hogeschool, Hogeschoollaan 225, Tilburg, P.O. Box 90.153, 5000 LE Tilburg.
4. 013/662278.
5. 52426 kht.
7. Dr. C. van Dorp.
8. Tilburg University.
9. (a) 13 (b) 6
10. Computer-assisted instruction (CAI); computer-managed instruction (CMI); personalized systems of instruction; testing and rating systems; audiovisual media in education; teacher training; and evaluation.
11. Teachers and administrators (mainly of Tilburg University).
12. Development of courses and curricula; development of a theory on media and cognitive processes; automated item banks; experimental study of teaching behaviour in small groups; and evaluation studies, both of university courses and own teacher training.
13. Yes.
15. Selective list of publications:

☐ Dorp, C. van. *Luisteren naar patienten. Een analyse van het medisch interview (proefschrift)* [Listening to patients. An analysis of medical interview (dissertation)]. Lochem: De Tijdstroom, 1977.

☐ Koopman, W. *Schriftelijke toetsing in de juridische faculteit van de KHT. Een beschrijvend onderzoek* [Written examination in the Law Faculty of Tilburg University]. ORC-nota 76.05. Tilburg: ORC/KHT, 1976.

☐ Rookhuijzen, R.F. van; Plomp, Tj.; Pilot, A. *Individuele Studiesystemen in het tertiair onderwijs. Overzicht 1976* [Individualized study systems in tertiary education. An overview]. Groningen: Wolters/Noordhoff, 1976.

☐ Wijffels, H.J.C. *Een onderzoek naar de validiteit van een meerkeuze tentamen filosofie* [The validity of a multiple-choice test in philosophy]. ORC-rapport nr. 7. Tilburg: ORC/KHT, 1980.

☐ *Rapport over de herprogrammering van de propedeuse aan de faculteit der rechtsgeleerdheid van de Katholieke Hogeschool Tilburg* [Report on the new first year curriculum of the Law Faculty of the University of Tilburg]. Tilburg: FRW/KHT, 1978.

16. See points 10 and 12.

1. **Sektie Onderzoek en Ontwikkeling van de Onderwijskundige Dienst, Technische Hogeschool Delft**
2. Research and Development Division of the Educational Service Centre, Delft University of Technology.
3. Sektie Onderzoek en Ontwikkeling van de Onderwijskundige Dienst, Technische Hogeschool Delft, Mijnbouwplein 11, 2628 RT Delft.
4. 015/785557.
7. F. Herbschleb, Director Educational Service Centre; W.M. van Woerden, Head, R & D Division.
8. Delft University of Technology.
9. (a)
   (b) 6 professionals within the R & D Development Division.
10. Individualization of instruction; project work in engineering education; written instruction; educational measurement; student preferences for university and non-university education; measurement of study time.
11. University administration, department administration, university teaching staff.
12. Consultation services, advising educational administration, dissemination of information to university teaching staff, innovation of education at course level.
14. *Bode* [Courrier], information periodical for teachers. The *Bode* series is published on a variable schedule by the Educational Service Centre as a means of disseminating information on university teaching to the Faculty.

15. Selective list of publications [titles submitted in English]:
☐ Christiaans, H.H.C.M. *Evaluation of the social sciences course in the Department of Electrical Engineering.*
☐ Knippenberg, W.J.M.; Schipholt, R. Lutke. *Evaluation of the audiovisual course "de plaatliggerbrug" in the Department of Civil Engineering.*
☐ Knippenberg, W.J.M.; Loos, F.A.J. *The role of standards as an achievement controlling variable in a teaching system.*
☐ Loos, F.A.J. *Evaluation of the PSI-course 'general mechanics' in the Department of Civil Engineering.*
☐ Loos, F.A.J.; Knippenberg, W.J.M. *The theory of individualization of instruction in the perspective of 5 years' experience in a higher education environment.*
☐ Woerden, W.M. van. *An evaluation-model for project work.*
☐ Woerden, W.M. van. *Evaluation of a project-oriented freshman course in the Department of Civil Engineering.*
16. Project work in engineering education; written instruction; a systems approach to individualization of instruction; measurement of study time; student preferences for university and non-university education.

1. Stichting Interuniversitair Instituut voor Sociaal-wetenschappelijk Onderzoek (SISWO)
2. Netherlands Universities' Joint Social Research Centre.
3. Stichting Interuniversitair Instituut voor Sociaal-wetenschappelijk Onderzoek (SISWO), Oude Zijds Achterburgwal 128, 1012 DT Amsterdam.
4. 020/240075.
7. J.G.M. Sterk.
8. Ministry of Education.
9. (a) 29
(b) 18 (3 persons in the Division of Educational Research).
10. SISWO was founded in 1960 for the purpose of fostering social science research in the Dutch universities. Its primary effort has been to organize work groups of specialists from certain areas, who then receive scientific, organizational and administrative support from SISWO's staff. Contract research occupies a large share of the total amount of research conducted in the Netherlands and the SISWO staff plays an important role in putting interested researchers and financiers in touch with each other. SISWO's scientific staff works in eight divisions: town and country planning and social geography; sociology of housing; labour, organization and occupation; educational research; well-being or the quality of life; public administration; science research; methodology. The Educational Research Division concentrates on the following aspects of sociology of higher education: student culture; social background of students, educational career; social occupation and income of university graduates.
11. Researchers, students of education.
12. To stimulate and co-ordinate research on the sociological aspects of education.
13. SISWO will provide foreign researchers with information regarding research in the Netherlands and will assist them in contacting specialists and other organizations which also support social science research.
14. *Berichten over Onderzoek* [News on research]. Six issues per year; *SISWO-studiebijeenkomsten onderwijssociologie* [SISWO-study meetings on the sociology of education].
15. Selective list of publications:
☐ Box, L.; et al. *Vrijheid van Onderwijs* [Freedom in education]. Link, Nijmegen, 1977.
☐ Dronkers, J.; Jong, U. de. *Jencks en Fägerlind op zijn Hollands* [Jencks and Fägerlind in a Dutch way]. In: Sociologische Gids, nr. 1, 1978.
☐ Dronkers, J. *Manipuleerbare variabelen in de schoolloopbaan* [Changeable variables in the school career]. In: Peschar, J.L.; Ultes, W.C. (eds.) Sociale Stratificatie, Van Loghum Slaterus, Deventer, 1978.
☐ Dronkers, J.; Jungbluth, M.M.M. *Schoolloopbaan en Geslacht* [School career according to sex]. In: Amsterdam 5 Sociologisch Tijdschrift, 1979.
☐ Dronkers, J. *Studenten en hun onderwijs* [-Students and their education]. Tjeent Willink, Groningen, 1976.
☐ Hoefsloot, G.; Kleijer, H.; Smies, H. (eds.). *Proceedings and papers of an international students congress on university and democratization.* Tilburg, 1977.
☐ Jonker, A.E.M. *De magie van het woord* [The magic of the word]. SISWO, Amsterdam, 1977.
16. See point 10.

1. Stichting der Nederlandse Universiteiten en Hogescholen voor Internationale Samenwerking (NUFFIC)
2. Netherlands Universities Foundation for International Co-operation.
3. Stichting der Nederlandse Universiteiten en Hogescholen voor Internationale Samenwerking (NUFFIC), Badhuisweg 251, P.O. Box 90734, 2509 LS The Hague.
4. 070/57 42 01.
7. Dr. A.J. van Dulst.
8. NUFFIC is financed entirely from the budget of the Minister for Development Co-operation through the Ministry of Education and Science.
9. (a) 61 (b) —
10. Established in 1952 by the Boards of Governors of the Netherlands universities to foster international co-operation in higher education and research in the wider sense of the term and in particular:

(a) to organize and promote post-graduate courses, which are offered primarily to foreigners;
(b) to stimulate and co-ordinate bi- and multilateral co-operation between institutions for higher education inside and outside the Netherlands, including co-ordination of Netherlands' projects for university developmeat cooperation;
(c) to promote the study of matters relating to international co-operation in the field of higher education and research;
(d) to provide clearing house facilities for exchange of information on university matters between the Netherlands and other countries.

To fulfil the above objectives, NUFFIC organizes international courses and scientific meetings in co-operation with Dutch institutions of higher education. Scholarships are awarded to participants from developing countries, through the government's programme for technical assistance.

11. Administrators, planners, researchers, teachers, students of education and policy makers in charge of higher education.

12. See point 10.

13. Yes.

14. *Annual report and financial statement* [in English]; *Higher education and research in the Netherlands.* Quarterly [in English and Spanish]; *Overzicht — internationale universitaire samenwerking* [Survey — international university co-operation]. Monthly [in Dutch].

15. Selective list:

□ Kleijn, P. de. *International Onderwijs — Wetenschappelijk Onderwijs: Enige beschouwingen naar aanleiding van een opmerkelijke wetswijziging* [International education — scientific education: some observations in the light of a noteworthy legal amendment]. Universiteit en Hogeschool, June 1978.

□ Meyboom, W.B. *Wat zijn buitenlandse diploma's waard?* [What are foreign diplomas worth?]. Intermediair, 1978.

□ Molen, Gerben van der. *Case study of an agricultural project in Cameroun. Report 6.* In: Evaluation of the programme for university projects of development cooperation. NUFFIC, The Hague, 1978.

□ Molen, Gerben van der. *Case study of a university project in technical sciences in Zambia. Report 7.* In: Evaluation of the programme for university projects of development cooperation. NUFFIC, The Hague, 1978.

□ NUFFIC. *A Dutch Programme for university projects of development cooperation.* 1978. [Also in French and Spanish].

□ NUFFIC. *Richtlijnen voor het internationale Onderwijs* [Guidelines for international education]. (Appendices, including model proposal for an IE project, in English). 1978.

□ NUFFIC. *Should you or shouldn't you?* Information on Studying in the Netherlands. 1978. [Also in French and Spanish].

□ NUFFIC. *Vademecum voor de Overlegstructuur Onderwijssamenwerking voor Ontwikkelingslanden* [Manual for the advisory and consultative structure for educational development co-operation]. 1978.

16. See points 10 and 14.

1. Stichting voor Onderzoek van het Onderwijs (SVO).

2. Foundation for Educational Research in the Netherlands.

3. Stichting voor Onderzoek van het Onderwijs (SVO), Pletterijkade 50, 6525 SH The Hague.

4. 070/824321.

7. Dr. Chris van Seventer.

9. (a) 40 (b) 13

10. SVO's objective is to promote research related to education. The Foundation itself does not conduct research.

11. Administrators, planners, researchers, as well as governing bodies of science and education.

12. Dissemination of information, documentation services, information analysis, answering foreign enquiries.

13. Yes.

14. □ *Educational research in the Netherlands,* as a part of the quarterly *EUDISED R & D Bulletin* (published in co-operation with the Council of Europe).

□ *Informatiebulletin O-vier.* Bulletin on educational guidance, research and development. 10/year.

□ *Literatuurdocumentatie Onderwijsresearch.* Bibliographical abstracts and documentation bulletin on educational research. 10/year.

□ *Persberichten* [Press information]. Irregular.

□ *SVO-memo.* Irregular. No. 1 — Commentaar SVO op de nota Meerjarenplan Sociaal onderzoek en beleid [Commentary on the intention of the Ministry of Science and Education concerning social research]. No further numbers published as yet.

15. Selective list of publications:

□ *Annual report.* 1/year.

□ *Lijst van lopende projecten* [List of current projects]. Irregular.

□ *Motivatie in het onderwijs.* Een symposium over theorieverming en onderzoek met betrekking tot het thema "motivatie in het onderwijs" [Motivation in teaching. A symposium on theory development and research in respect of 'Motivation in teaching']. SVO, 1978.

□ *SVO-series.* (Series of monographs: research reports, theses, congress papers and so on.)

16. See point 10.

1. **Studiecentrum OTO**
2. Study Centre for Higher Education.
3. Studiecentrum OTO, Pletterijkade 50, 2515 SH Den Haag; For mail: Postbus 16759, 2500 BT Den Haag.
4. 070/624961.
7. Dr. G.J.A. Al.
8. The Centre is independent, though ultimately financed by the Ministry of Education and Sciences. It has been established by the Netherlands Universities' Council and the Council for Higher Vocational Education.
9. (a) 5 (b) 5
10. At present, a major field of research is co-operation between university and higher vocational education.
11. Administrators, planners, governing boards of schools and universities, parliamentary committees, students, teachers.
12. The main objective of the Centre is to stimulate discussion and promote understanding of the problems related to higher education policy and policy development in the Netherlands. For that purpose, it can organize conferences and meetings, publish monographs, undertake research and documentary activities.
13. It will answer foreign enquiries insofar as these are related to the objectives.
14. It has not yet been decided if periodical publications will be issued in the near future.
15. The Centre was formally established in March 1978, and actually started operating in August/September of that year. Since then activities have been pursued on the following subjects: a publication containing a survey and analysis of the positive and negative reactions to the government memorandum *Opening up higher education* of May 1978; conference on the advisability of and problems with regard to the establishment of an Open University in the Netherlands; publication of the viewpoints resulting from this conference.
16. Survey of forms of co-operation between schools for higher vocational education and universities; problems concerning participation of women in higher education; bringing higher education together in one legal framework; labour market perspectives for academics.

1. **Vak. groep Onderwijsontwikkeling en Onderwijsresearch van de Rijks Universiteit Limburg, Fakulteit der Geneeskunde**
2. Department of Educational Development and Research of State University Limburg, Faculty of Medicine.
3. Vak. groep Onderwijsontwikkeling en Onderwijsresearch van de Rijks Universiteit Limburg, Fakulteit der Geneeskunde, Tongersestraat 53, Maastricht.
Postal address: P.O. Box 616, 6200 MD Maastricht.
4. 043/888888.
5. 56726.
7. Prof. W. Wijnen (presently Rector of the University); Dr. J. Beliën (acting chairman).
8. State University Limburg, Maastricht.
9. (a) 20 (some of them part-time);
(b) 18 (some of them part-time).
10. Curriculum evaluation; possibilities of improving curriculum evaluation and student evaluation; cognition and instruction; some research on 'medical problem solving'.
11. The institution was established to facilitate the start of the new type of curriculum of the Medical School.
12. Development of curriculum for the medical studies.
14. *Onderwijsnieuwsbrief* [Newsletter]; *Onderzoek van Onderwijs* [Internal research reports].
16. See point 10.

NORWAY/NORVÈGE/NORUEGA/НОРВЕГИЯ

1. **Audiovisuell Avdeling, Universitetet i Bergen**
2. Department of Audiovisual Instruction.
3. Audiovisuell Avdeling, Universitetet i Bergen, P.O. Box 25, 5014 Bergen.
4. 05/232497.
7. Mr. Lars Skjold Wilhelmsen.
8. Board appointed by the Senate of the University of Bergen.
9. (a) 7 (b) 2
10. Cognitive dissonance in production; use of study groups to learn study technique.
11. Researchers and teachers.
12. Preparation of courses and production of teaching materials; courses in educational and production planning; producing learning materials (TV film, tape, slides, etc.).
16. See point 10.

1. **Institutt for Samfunnsvitenskap, Universitetet i Tromsø**
2. Institute for Social Sciences.
3. Institutt for samfunnsvitenskap, Universitetet i Tromsø, P.O. Box 635, 9001 Tromsø.
4. 083/86560.
7. Mr. Terje Edwardsen.
8. University of Tromsø.

10. Projection of the enrolment in Norwegian institutions of higher education.
11. Regional and central educational authorities.
16. See point 10.

1. **Norges Lärerhøgskole, Universitetet i Trondheim**
2. Advanced Teacher Training College, University of Trondheim.
3. Norges Lärerhøgskole, Universitetet i Trondheim, 7000 Trondheim.
4. 075/15 100
7. Prof. Eva Sivertsen.
8. University of Trondheim.
9. (a) 174
(b) 154, of which only a limited number are engaged in research on higher education.
10. Teacher training.
11. Teachers and students.
14. *Norsk Pedagogisk Tidsskrift* [Norwegian educational journal], published by the National Association of Teachers. However, the editor is a professional staff member of the Teacher Training College.
16. See point 10.

1. **Pedagogisk Forskningsinstitutt, Universitetet i Oslo**
2. Institute for Educational Research.
3. Pedagogisk Forskningsinstitutt, Universitetet i Oslo, P.O. Box 1092, Blindern, Oslo 3.
4. 02/466800.
7. Prof. Sigmund Lieberg (elected for 1979-80).
8. University of Oslo.
9. (a) 54 (b) 45
10. University level education; adult education.
11. Teachers, students of education.
12. All listed under this point in key, to varying degrees.
14. *Rapporter fra Pedagogisk Forskningsinstitutt* [Reports from the Institute for Educational Research]; *Rapporter fra Miljöläreprosjektet* [Reports from the ecology project]. The Institute also serves as an editorial address for the *Scandinavian journal of educational research*, quarterly [in English].
15. Selective list of publications (1977-1979) [titles submitted in English]:
□ Kvam, Jørg A. *Training for the roles of workers in the education of adults.* 1978.
□ Lauvås, Per; Skogedal, Ole; Fehr, Frithjof Ramm von der. *Evaluation for improvement — a case study.* 1979.
□ Norheim, Brynjulv. *A discussion on the use and usefulness of manpower forecasting models and techniques designed for vocational education planning.* 1977.
□ Rand, Per og Gunvor. *The effect of working atmospheres on creativity.* 1977.
16. Selective list of major projects: educational/psychological counselling in upper secondary school; women and education; Norwegian school and school politics 1900-1940; local society, its institutions; socio-didactics; study aims and study progress; educational problems in the teaching of dentistry; spreading of new methods of work in adult education; school stress; didactical process analysis; leisure and sports activities for children and young people; the teaching profession project.

POLAND/POLOGNE/POLONIA/ПОЛЬША

1. **Centralny Ośrodek Metodyczny Studiów Ekonomicznych (COMSE)**
2. Central Methodological Centre of Economic Studies.
3. Centralny Ośrodek Metodyczny Studiów Ekonomicznych (COMSE), ul. Rakowiecka 24, 02-521 Warsaw.
4. 49 49 86.
7. Prof. Józef Lepiech.
8. Central School of Planning and Statistics in Warsaw.
9. (a) 9 (b) 6
10. Recruitment and results of studies in the field of economics; teaching and its improvement; research on postgraduate studies.
11. Administrators and planners of higher education, teachers (mainly those teaching in the faculties of economics).
12. The aim of the research is to study the didactic process, opinions of students, teachers and employers. The results are then transmitted to the Ministry of Higher Education, Science and Technology as well as to the authorities of the individual higher education institutions.
14. *Studia i Materiały* [Studies and documents].
15. Selective list of publications:
□ Bielecki, Piotr. *Podyplomowe studia ekonomiczne* [Postgraduate economic studies].
□ Maciot, Stanisław. *Warunki rekrutacji a wyniki na studiach ekonomicznych* [Conditions of choice and course of studies in economics].
□ Minkiewicz, Barbara. *Opinie absolwentów a wyniki pracy zawodowej* [Graduates' opinions on studies and their professional career].
□ Skrobisz, Henryk (ed.). *Studia ekonomiczne w*

Polsce [Economic studies in Poland].
□ Szczepańska, Jolanta. *Proces adaptacji u studentów pierwszego roku* [Adaptation process of first-year students].
16. See point 10.

1. **Instytut Nowych Technik Kształcenia, Uniwersytet im. Adama Mickiewicza**
2. Institute of Educational Technology, Adam Mickiewicz University.
3. Instytut Nowych Technik Kształcenia, Uniwersytet im. Adama Mickiewicza, ul. Słowackiego 20, 60-823 Poznań.
4. 468 74.
7. Prof. Leon Leja.
8. Adam Mickiewicz University in Poznań.
9. (a) 40 (b) 34
10. Organization of teaching and learning processes; infrastructure of didactics; theory and methods of application of educational technology; textbooks.
11. Administrators, planners, researchers, teachers, students of education, etc.
12. Partial fulfilment of degree requirements, preparation of courses, serving educational administration, consultation services.
13. Yes.
14. *Neodidagma* — annual publication in Polish with summaries in English, French and Russian.
15. Selective list of publications:
□ Leja, Leon. *Techniczne środki kształcenia* [Educational technology]. PWN, Poznań, 1978.
□ Skrzypczak, Józef. *Założenia modelowe audiowizualnego podręcznika chemii* [Model basis of audio-visual textbook for chemistry]. UAM, Poznań, 1978.
16. See point 10.

1. **Instytut Polityki Naukowej, Postępu Technicznego i Szkolnictwa Wyższego**
2. Institute for Science Policy, Technological Progress and Higher Education.
3. Instytut Polityki Naukowej, Postępu Technicznego i Szkolnictwa Wyższego, ul. Nowy Świat 69, 00-046 Warsaw.
4. 26 07 46 and 26 84 78 — Secretariat; 26 00 61 (275 or 112) Library and Documentation.
5. 81 2285 ipnis pl.
7. Prof. Jan Kluczyński.
8. Ministry of Higher Education, Science and Technology.
9. (a) 148 (b) 102.
10. In the field of higher education the institute concentrates on:
(a) establishing the size, structure and model of education based on the projected needs for national economy and culture of qualified manpower;
(b) size, structure and distribution of resources in higher education;
(c) modernization of the system of organization and management of higher education;
(d) development of methods for determining the tasks and content of studies and character formation through higher education;
(e) improvement of the system of selecting candidates for higher education institutions and student learning;
(f) functioning of teacher-training processes in order to obtain optimal results from higher education;
(g) methods of character training in higher education;
(h) evaluation of the social and economic effectiveness of higher education including studies abroad;
(i) improvement of the employment policy of higher education and personnel of higher education institutions.
11. All mentioned under this point in key.
12. Preparation of courses, consultation services, preparation of bibliographies, selective dissemination of information.
14. The Institute publishes two scientific periodicals:
□ *Dydaktyka szkoły wyższej* [Didactics of higher education], which has been published since 1968 is devoted to fundamental problems in higher education. This quarterly also includes summaries of relevant articles on higher education and has a table of contents in English, French and Russian.
□ *Sovremennaja vysšaja škola* [Contemporary higher education] is a quarterly which has been published since 1973 in co-operation with socialist countries. It is published in Russian with the table of contents in English. Its Spanish version appears in Havana. This is a scientific periodical which publicizes the results of research and practical achievements in the modernization of higher education in socialist countries.
15. Selective list of publications (1977-1980):
□ Bogomołow, A.J. *Problemy równoważności dyplomów wyższych studiów technicznych* [Problems of equivalence of diplomas of higher technological studies]. 1977.
□ Bogusz, J. *Metody aktywizujące studentów w procesie dydaktycznym szkoły wyższej* [Methods of activating students in the didactic process of higher schools]. 1978.
□ Borzymowski, J.J. *Rozwój i rozmieszczenie D.S. na tle zadań szkolnictwa wyższego do 1990 roku* [The development and localization of academic residence halls in view of higher education tasks up to 1990]. 1977.
□ Figurski, M.; Kryczyński, W. *Kształcenie kadr naukowych w latach 1961-1970* [Education of scientific staff in the years 1961-1970]. 1977.
□ Grabowski, H. *Studia a sytuacja społeczno-zawodowa absolwentów wyższych uczelni wycho-*

wania fizyczenego [Success in studies and professional situation of graduates of academies of physical education]. 1977.

□ Hrynkiewicz, J. *Społeczno-ekonomiczne uwarunkowania karier szkolnych młodzieży* [Socio-economic conditioning of school careers for young people]. 1979.

□ Hydzik, B. *Rozwijanie samodzielności studentów w procesie dydaktycznym* [Developing students' self-dependence in the didactic process]. 1977.

□ Jabłońska-Skinder, Hanna; Obrebski, Tadeusz. *Pozycja Polski pod względem rozwoju szkolnictwa wyższego wśród europejskich krajow socjalistycznych i krajów EWG* [Poland's position among the European socialist countries and EEC countries in the development of higher education]. Dydaktyka szkoły wyższej, No. 4, 1979.

□ Jabłońska-Skinder, Hanna. *Tendencii razvitija vysšego obrazovanija v Zapadnoj Evropie do 2000 goda* [Trends in the development of higher education in Western Europe up to 2000]. Sovremennaja vysšaja Škola, No. 1, 1979.

□ Januszkiewicz, F. *Technologia kształcenia w szkolnictwie wyższym* [Educational technology in higher education]. 1978.

□ Józefowicz, A. (ed.). *Planowanie kadr* [Planning of qualified manpower]. Vol. IV, 1977.

□ Józefowicz, Adam; Kluczyński, Jan. *Determinants and options in the development of higher education in Poland.* In: Reports, Studies No. S 76. (ED-80/WS/51) Unesco, Paris, 1980.

□ Kietlińska, Z. *Wybrane problemy pedagogiczne wyższych studiów technicznych* [Selected pedagogical problems of higher technological studies]. 1977.

□ Kluczyński, Jan. *Educational trends and prospects in Poland.* Unesco/IIEP, Paris, 1979.

□ Kluczyński, Jan. *Trends of educational policy in socialist countries.* In: Reports, Studies No. C 80. (ED-80/WS/24) Unesco, Paris, 1980.

□ Kluczyński, Jan; Józefowicz, Adam. *Higher education and manpower planning in Poland.* ILO/CEPES, Geneva/Bucharest, 1977.

□ Leja, L. *Techniczne środki dydaktyczne* [Technological teaching media]. 1978.

□ Osiński, J. *Uwarunkowania społeczno-przestrzenne selekcji młodzieży do studiów wyższych* [Social conditions of selection of young people for higher studies]. 1977.

□ Pastwa, M. *Kształtowanie struktury organizacyjnej szkolnictwa wyższego* [Modelling the organizational structure of higher education]. 1978.

□ Pieter, J. *Kryteria ocen i recenzje prac naukowych* [Criteria of evaluation and reviews of scientific work]. 1978.

□ Sanyal, Bikas C.; Józefowicz, Adam (eds.). *Graduate employment and planning of higher education in Poland.* A case study prepared in collaboration with the Institute of Science Policy, Technological Progress and Higher Education. IIEP, Paris, 1978.

□ Zalewski, J. (ed.). *Dobór kandydatów na studia wyższe w PRL i WRL* [Choice of candidates for higher studies in the Polish People's Republic and Hungarian People's Republic]. 1978.

□ Zandecki, A. *Społeczno-zawodowe pochodzenie studentów a ich wyniki w nauce* [The social origin of students and their results in studies]. 1978.

□ *Perspektywy szkolnictwa wyższego. Materiały z konferencji naukowej — Egsdorf 14-17 X 1975* [Perspectives of higher education — problems and trends. Documents of the Egsdorf conference, 14-17 X 1975]. 1978.

16. The future reform of higher education in Poland as a consequence of the secondary school reform which is already being implemented. See also point 10.

1. Zakład Badań Pedagogiki Szkoły Wyższej, Politechnika Wrocławska

2. Department of Pedagogy of Higher Education, Technical University of Wrocław.

3. Zakład Badań Pedagogiki Szkoły Wyższej, Instytut Nauk Społecznych, Politechnika Wrocławska, ul. Wybrzeże Wyspiańskiego 27, 50-370 Wrocław.

4. 20 29 39.

5. 0712559 pwr pl; 0712254 pwr pl.

7. Prof. Jan Osiński.

8. Technical University of Wrocław.

9. (a) 7 (b) 7

10. Sociological and educational background of selection for higher studies and analysis of study results and the professional career of graduates of technical universities.

11. Administrators, planners of higher education.

12. Partial fulfilment of degree requirements, preparation of courses, application in planning and management of the Technical University of Wrocław.

15. Selective list of publications [titles submitted in English]:

□ Ciekotowa, K. *Environmental conditioning of the results of education at technical universities (based on the example of the Technical University of Wrocław).* Wrocław, 1979.

□ Goldsztejn, A. *Teaching activity as a category in the theory of university education (a system approach).* Wrocław, 1977.

□ Osiński, J. *Social conditions of selection of young people for higher education studies.* Warsaw, 1977.

□ Wójcicka, M. *Sociological and educational background of technical university students participating in culture (based on the example of Wrocław Technical University).* Wrocław, 1979.

□ *The second partial report from the survey on the examination system of candidates for higher education.* Wrocław, 1979.

□ *Survey of the various stages of the entrance examinations at the Technical University of Wrocław in 1974/75.* Report of research. Wrocław, 1977.
16. Selective list: social and educational conditioning of the professional career of graduates of technical universities; epistemological premise of efficiency of the didactics process in higher education; education of foreign students at technical universities in Poland; model of the graduate of technical universities; humanization of technical higher education — goals, forms and methods. See also point 10.

1. Zakład Ekonomiki Kształcenia, Akademia Ekonomiczna w Poznaniu
2. Department of Economics, Academy of Economics in Poznań.
3. Zakład Ekonomiki Kształcenia, Instytut Polityki Społecznej, Akademia Ekonomiczna, ul. Marchlewskiego 146/150, 60-967 Poznań.
4. 69 92 61.
5. 041 5380.
7. Prof. Józef Orczyk.
8. Academy of Economics in Poznań.
9. (a) 36 (b) 6
10. Effectiveness of higher education; economic consequences of higher education; social and economic demand for higher education; functioning of higher education; effectiveness of didactic methods; comparable analysis of higher education; demand for academic teachers.
11. Administrators, planners, researchers, students.
12. Preparation of analyses and forecasts for the Ministry of Higher Education, Science and Technology; improvement of management of higher education institutions.
13. Yes.
15. *Prognoza zapotrzebowania na kadry w polskim szkolnictwie wyższym (1976-2000)* [Forecasts of needs for staff to be employed in Polish institutions of higher education (1976-2000)]. In: Planowanie kadr, Vol. V and VI. Instytut Polityki Naukowej, Postępu Technicznego i Szkolnictwa Wyższego, PWN, Warszawa-Łódź, 1978.
16. Changes in socio-economic structure and requirements for higher education; application of numerical indicators for functional analysis of higher education institutions; economic effectiveness of teaching staff employed in the agriculture sector in Poland; effectiveness and principles of composition of the teaching methods. See also point 10.

1. Zakład Nowych Technik Nauczania Politechniki Poznańskiej
2. Department of New Teaching Techniques of the Technical University of Poznań.
3. Zakład Nowych Technik Nauczania Politechniki Poznańskiej, ul. Strzelecka 11, 60-965 Poznań.
4. 575 25.
5. 0415240.
8. Technical University of Poznań.
9. (a) 28 (b) 26
10. Educational technology; audio-visual, learning packages; systems-approach in educational technology; computer-assisted learning (CAL).
11. The Department was established for the academic staff of the Technical University in Poznań, as well as for academic teachers in other institutions of higher education.
12. Preparation of courses: consultation services; postgraduate studies in educational technology; selective dissemination of information.
14. *Technologia kształcenia* [Educational technology] — proceedings of symposia, every two years.
15. Selective list of publications:
□ Jarmark, Stanisław. *Komputery w dydaktyce szkoły wyższej* [Computers in the didactics of higher education]. Instytut Polityki Naukowej, Postępu Technicznego i Szkolnictwa Wyższego, Warszawa, 1978.
□ *Filmy i przezrocza w kształceniu zawodowym* [Films and slides in vocational training]. 1978.
□ *Technologia kształcenia — Zbiór referatów XI Międzynarodowego Symposium, Zeszyt XIII* [Collection of papers of the 11th International Symposium, Vol. XIII]. 1978.
16. Educational technology in future institutions of higher education. See also point 10.

1. Zakład Pedagogiki Szkoły Wyższej Uniwersytetu im. A. Mickiewicza w Poznaniu
2. Department of Higher Education Teaching of the Adam Mickiewicz University in Poznań.
3. Zakład Pedagogiki Szkoły Wyższej Uniwersytetu im. A. Mickiewicza w Poznaniu, ul. Szamarzewskiego 89, 60-568 Poznań.
4. 47 762.
7. Prof. Benon Bromberek.
8. Adam Mickiewicz University.
9. (a) 14 (b) 12
10. Student socialization; students' scientific movements; teacher training at universities.
11. Ministry of Higher Education, Science and Technology, Institute of Science Policy, Technological Progress and Higher Education in Warsaw, School Superintendent's Office in Poznań, as well as other institutions of higher education, teacher training colleges.
12. Reports; series of lectures; preparation of post-graduate education programmes for young university teachers; consultations; collection of information.
15. Selective list of publications [titles submitted in English]:
□ Bromberek, B. *Higher quality of teachers' training at the universities.* Poznań, 1979.

□ Bromberek, B. *Teachers of the Soviet school; their contribution, goals, training and improvement.* Warsaw, 1979.
□ Bromberek, B. (ed.). *Under-graduate university studies; their course and results.* Poznań.
□ Bromberek, B. *University students at the beginning of their university career.* Poznań, 1979.
□ Modrzewski, J. *Functioning of the institution of higher education in urban environment.* Poznań, 1979.
□ Zandecki, A. *The effectiveness of training and educational processes in an institution of higher education in the light of social and professional activities of its graduates.* Poznań, 1979.
□ Zandecki, A. *Social and professional background of university students and their performance in the course of studies.* Warsaw, 1978.
□ *Socialization of university students; its course and results.* [Publication prepared within an international research programme, co-ordinated by the European Co-ordination Centre for Research and Documentation in Social Sciences in Vienna. Co-ordinated in Poland by Prof. B. Bromberek]. Poznań, 1978.
16. See point 10.

1. Zakład Planowania i Ekonomiki Kształcenia. Uniwersytet Warszawski
2. Department of Planning and Economics of Education, Warsaw University.
3. Zakład Planowania i Ekonomiki Kształcenia, Wydział Nauk Ekonomicznych, Uniwersytet Warszawski, ul. Krakowskie Przedmieście 26/28, 00-325 Warsaw.
4. 26 51 14.
7. Prof. Jan Kluczyński.
8. Warsaw University.
9. (a) 14 (b) 12
10. Utilization of staff qualifications; planning of education; professional situation of economists in national economy.
11. Researchers, teachers, students.
12. Selective dissemination of information, serving educational administration, partial fullfilment of degree requirements.
13. Yes.
15. Selective list (1976):
□ Gmytrasiewicz, M.; Niemyski, M. *Podstawy metodologiczne prognozowania nakładów i kosztów w szkolnictwie wyższym* [The methodical base of forecasting outlays and costs in higher education]. In: Planowanie kadr, Vol. VI, Instytut Politiki Naukowej, Postępu Technicznego i Szkolnictwa Wyższego, PWN, Warszawa-Łódź, 1978.
□ Kluczyński, J.; et al. *Wykorzystanie kwalifikacji młodych pracowników przemysłu* [Utilization of young industrial workers' qualifications]. In: Planowanie kadr, Vol. VI. Instytut Politiki Naukowej, Postępu Technicznego i Szkolnictwa Wyższego, PWN, Warszawa-Łódź, 1978.
16. Education, employment and utilization of qualifications of different types of professionals, e.g. economists, engineers. See also point 10.

PORTUGAL/ПОРТУГАЛИЯ

1. Instituto de Tecnologia Educativa
2. Institute of Educational Technology.
3. Instituto de Tecnologia Educativa, Rue Florbela Espanca, 1799 Lisbon Codex.
4. 777394; 773093; 761497.
7. Alfredo Betâmio de Almeida.
8. Ministry of Education and Science.
9. (a) 300 (b) 140
10. The Institute of Educational Technology produces audio-visual teaching media (films, slides, photographs, sound and video recordings, lessons on video-casette tapes, etc.); as well as the 'Teleschool' lessons broadcast by Portuguese radio and television for each school grade: C.P.TV.–preparatory course of basic instruction; propaedeutical year–type of post-secondary instruction which prepares students for entry to university.
11. Teaching staff and students.
16. See point 10.

ROMANIA/ROUMANIE/RUMANIA/РУМЫНИЯ

1. Centrul de Cercetări pentru Problemele Tineretului
2. Research Centre on Youth Problems.
3. Centrul de Cercetări pentru Problemele Tineretului, Str. Onești 4-6, Bucharest.
4. 16 78 10, ext. 216.
7. Mr. Vladimir Marin.
8. Minister for Youth Problems.

9. (a) – (b) 15 scientific researchers.
10. Sociology of higher education; pedagogy of higher education.
11. For all categories (administrators, planners, researchers, teaching staff, students of education, etc.), but more specifically for personnel working with students.
12. Academic and social integration of young higher education students; preparing young university students for life; integration of higher education with research and production; student organizations; their participation in the education of young students.
14. *Tineretul – puternică forță socială* [Youth–a powerful social force], bimonthly publication of the Research Centre on Youth Problems, which also publishes studies and research results concerning higher education.
15. Selective list of publications:
☐ *Activitatea profesională de cercetare științifică și practica studenților (raport de cercetare)* [Professional activity in scientific research and the practical work of students (research report)].
☐ *Dezvoltarea conștiinței sociale a tinerei generații* [The development of socialist conscience in the young generation]. 1979.
☐ *Integrarea învățământului superior cu cercetarea și producția (raport de cercetare)* [The integration of higher education with research and production (research report)].
☐ *Profilul moral și politic al tineretului (raport de cercetare)* [Moral and political profile of youth (research report)].
16. Moral and political values in youth; youth and youth organizations; youth and leisure time.

1. Institutul de Cercetări Pedagogice și Psihologice
2. Institute for Pedagogical and Psychological Research.
3. Institutul de Cercetări Pedagogice și Psihologice, Str. Sf. Apostoli 14, Bucharest 70634.
4. 15 90 37.
7. Prof. Virgil Radulian.
8. Ministry of Education and Learning.
9. (a) 160 (b) 122
10. Integration of higher education with production and research.
11. Ministry of Education, institutions of higher education, teaching staff.
12. Models for the integration of higher education with the activities of production and research.
14. *Revista de Pedagogie* [Pedagogical review]. *Revista de Psihologie* [Psychological review].
15. *Ghidul integrării învățământului superior cu producția* [Guidelines for the integration of higher education with production].
16. Methodology of higher technical education.

SPAIN/ESPAGNE/ESPAÑA/ИСПАНИЯ

1. Instituto de Ciencias de la Educación (ICE), Universidad de Extremadura
2. Institute of Educational Sciences of the University of Extremadura.
3. Instituto de Ciencias de la Educación (ICE), Universidad de Extremadura, Crta de Portugal, s/n, Badajoz.
4. 924/23 80 04-08.
7. Prof. Don Antonio Sillero.
8. University of Extremadura.
9. (a) 14 (b) 7
10. Achievement evaluation; educational planning; vocational training.
11. Teachers and researchers.
12. Serving educational administration, preparation of courses, serving the educational system in the region of Extremadura.
13. Yes.
15. Selective list [title submitted in English]:
☐ García, Diego Díez; Medina, José Gómez. *Study of the best structure for a department of university extension.* ICE of University of Extremadura, 1979.
16. Selective list: environmental education. See also point 10.

1. Instituto de Ciencias de la Educación (ICE), Universidad Nacional de Educación a Distancia (UNED)
2. Institute of Educational Sciences.
3. Instituto de Ciencias de la Educación (ICE), Universidad Nacional de Educación a Distancia, Cuidad Universitaria, Madrid 3.
4. 4 49 36 00.
7. Mrs. Carmen Ruiz de Elvira.
8. UNED and Ministry of Universities and Research.
9. (a) 15 (b) 10
10. Educational technology, sociology of education.
11. Teachers and administrators of higher education.
12. Serving data for educational administration.
13. Yes.
14. *Los alumnos de la UNED* [The students of UNED].

15. Selective list of publications [titles submitted in English]: ☐ Madruga García, J.A.; Roman, M. *Methodological criteria of the UNED. Techniques of study.*
☐ Minondo, A. *The tutors of the UNED.*
16. First graduates of the UNED; report on the didactical units of the UNED. See also point 10.

1. Instituto de Ciencias de la Educación (ICE), Universidad de Navarra
2. Institute of Educational Sciences.
3. Instituto de Ciencias de la Educación (ICE), Universidad de Navarra, Pamplona.
4. 252700.
7. Dr. David Isaacs.
8. University of Navarra.
9. (a) 15 (b) -
10. Methods and techniques of university teaching; problems relating to first year students; tutorial system.
11. Teachers.
12. Courses, publications, consulting services.
13. Yes.
15. Selective list:
☐ Posol, I.; Fons, L. *Los métodos en la ensenanza universitaria* [Methods in university teaching]. Ediciones Universidad de Navarra (EUNSA), 1979.
☐ Vazquez, G. *Técnicas de trabajo en la universidad* [Working methods in the university]. Ediciones Universidad de Navarra (EUNSA), 1979.
16. Active methodology in teaching of physics, chemistry and biology; problems of first-year students.

1. Instituto de Ciencias de la Educación (ICE), Universidad de Oviedo
2. Institute of Education of the University of Oviedo.
3. Instituto de Ciencias de la Educación (ICE), Universidad de Oviedo, Quintana, 30, Oviedo.
4. 985/22 11 41.
5. 87322.
6. Quintana, 30, Oviedo, Spain.
7. Prof. Patricia Shaw.
8. University of Oviedo.
9. (a) 12 (b) 5
10. Theoretical and applied research on the educational problems of different levels of education. Research is centred not only on strictly pedagogical areas, but also on social and economic fields, when these are directly related to education problems.
11. Teachers, university lecturers, inspectors of education, administrators, researchers and students of education.
12. Active research geared preferably to the needs of educational administration and to the perfecting and initiating of the methods and objectives of the educational system.
13. Yes (in English or in French).
14. *Aula abierta* [The open classroom] - this appears three times a year and contains articles on educational experiments and research, book reviews and bibliography.
15. Selective list:
☐ Blasco, Baldomero; Gutierrez, Julia; Domingo, Engracia. *Motivaciones de estudios profesionales al finalizar los estudios medios y estructura de empleo en la región astur-leonesa* [The attraction of technical studies for secondary school-leavers and the structure of employment in the regions of Asturias and León].
☐ Castañon, Carmen. *Vocabulario básico del espanol y sus aplicaciones a la enseñanza* [The basic Spanish vocabulary and its application in teaching].
16. Principles for planning the academic autonomy of the Spanish universities. See also point 10.

1. Instituto de Ciencias de la Educación (ICE), Universidad Politecnica de Barcelona
2. Institute of Education of the Polytechnical University of Barcelona.
3. Instituto de Ciencias de la Educación (ICE), Universidad Politecnica de Barcelona, Diagonal 647, planta 11, Barcelona 28.
4. 249 76 00.
5. 52821.
7. Fernando Puenta Sales.
8. INCIE.
10. The teaching of higher technological training; computer assisted learning (CAL); post-graduate studies in institutions of higher technological education.
11. University teachers, planners, researchers, public institutions.
12. Teaching staff development; didactic evaluation; socio-educational and psycho-pedagogical research, with special reference to the educational system in Catalonia.
13. Yes.
16. See point 10.

1. Instituto de Ciencias de la Educación (ICE), Universidad de Santiago
2. Institute of Sciences of Education.
3. Instituto de Ciencias de la Educación (ICE), Universidad de Santiago, Plaza de la Universidad, 1, E-Santiago de Compostela.
4. 981/582651.
5. 86013.
7. Prof. Julio Casado Linarejos.
8. The University, Santiago.
9. (a) 170 (b) 162
10. The system of scholarships and equality of educational opportunities in Spain.
11. Administrators, planners, researchers, teachers, students of education.

12. Preparation of courses, serving educational administration, selective dissemination of information, organization of recycling courses.
13. Yes.
14. *Memoria anial* [Annual report of activities].
In: Boletïn de información bibliográfica [Bulletin of bibliographic information].
15. Selective list (1976-1978) [titles submitted in English]:
☐ *Curriculum assessment of the "Curso de Orientación Universitaria" (C.O.U.) for the academic year 78/79.* 1978.
☐ *In-service and pre-service teacher training courses.* January-July 1976.
☐ *In-service and pre-service teacher trainino courses.* July-December 1976.
☐ *A project to set up a LIDE (laboratory for innovation and administration in education).* 1976.
☐ *The programming, guidance and evaluation of learning skills: development of a university teaching experience.* 1976.
☐ *Psychopedagogical searching materials.* 1978.
☐ *Today's mathematics: some thoughts on its teaching at E.G.B. level (Pilot centre "Pedro Barrié de la Maza").* 1977.
☐ *The training of the administrators of E.G.B. centres.* (Report of a Research Project under the VI National Research Plan of the INCIE.) 1978.
16. Selective list: educational reform and social change in Galicia; needs assessment and model analysis of training programmes for administrators of E.G.B. centres; linguistic attitudes among teachers of E.G.B. in Galicia; the system of scholarships and equality of opportunities–a critical appraisal of the Spanish case and the working out of its efficient alternative; characteristics and occurrence of mental deficiency in Galicia and the institutionalization of its treatment; a pretechnology experimental course; logic and reasoned approach to chemistry; pre-school education in the rural areas.

1. Instituto de Ciencias de la Educación (ICE), Universidad de Zaragoza
2. Institute of Sciences of Education.
3. Instituto de Ciencias de la Educación (ICE), Ciudad Universitaria, Zaragoza 9.
4. 35 31 00.
7. Augustín Libieto Arteta.
8. University of Zaragoza.
9. (a) 19 (b) -
10. Selectivity.
11. Teachers.
13. Yes.
14. *Open education.*
16. Selective list:
(a) valuation of the different kinds of teacher training;
(b) consideration of intermediate-level education for professional activity in agriculture, industry and services;
(c) educational structure of the University District of Zaragoza and aspects which can affect future demand;
(d) an analysis of the working of the parent/teacher association in the University of Zaragoza;
(e) study of the conditions of employment of personnel in the University of Zaragoza;
(f) relationship between intellectual maturity of the COU student and the selective examination for university;
(g) system and evaluation system of schools;
(h) an exam of nursery school education: situation in the University of Zaragoza;
(i) rationality of the process of university student selection: establishment of a model;
(j) didactic material for the blind.

1. Instituto Nacional de Ciencias de la Educación (INCIE)
2. National Institute of Educational Sciences.
3. Instituto Nacional de Ciencias de la Educación, Ciudad Universitaria, Madrid 3.
4. 4 49 77 00; 4 49 66 65.
5. 23441.
7. Don José Luis Jimenez Blanco.
8. Ministerio de Educación - Ministerio de Universidades e Investigación.
9. (a) 110 (b) 60
10. Admission systems to higher education; education and employment; autonomy of universities.
11. Researchers, teachers, planners and administrators of education. One of the principal tasks of INCIE is to co-ordinate, at national level, educational research and training of the teaching staff of the INCIE attached to each university.
12. Operative research, at decision-making level, for the improvement of the system (orientation, training and improvement of teaching staff, system evaluation, content, methods, objectives, etc.), for the benefit of teaching staff and of education administration in general.
14. *INCIE-ICES research in progress.* Annual.
15. ☐ *INCIE-ICES education research, 1974-1978* [also in English]. ☐ *Education research themes, 1979.*
16. See point 10.

1. Centrum för administrativa studier, Umeå Universitet
2. Centre for Administrative Studies.
3. Centrum för administrativa studier, Umeå Universitet, S-901 87 Umeå.
4. 090/165357.
7. Prof. Jan-Erik Lane.
8. Department of Political Science, University of Umeå.
9. (a) 6 (b) 2
10. Organizational development of Swedish higher education; university autonomy; attitudes of teachers within the Swedish system of higher education; higher education budgeting.
11. Researchers, administrators.
12. See point 10.
14. *Centre for Administrative Studies: working paper.*
15. Selective list of publications [titles submitted in English]:
☐ Fredriksson, B.; Lane, J.E. *The Swedish system of higher education 1945-1966: a study in public administration.* Lund, Liber, 1980.
☐ Lane, J.E. *The budgetary process in Swedish higher education.* In: Glenny, L. (ed.). Budgeting for higher education: a six-nation study. New York, Praeger, 1979.
16. Survey research on attitudes in higher education. See also point 10.

1. Ekonomisk-historiska institutionen, Lunds Universitet
2. Department of Economic History, University of Lund.
3. Ekonomisk-historiska institutionen, Lunds Universitet, Finngatan 16, S-223 62 Lund.
4. **046/12 41 00.**
7. Prof. Lennart Jörberg.
9. (a) 20 (b) 15
10. Growth of the educational sector during the 20th century; relations between educational enrolments and economic fluctuations; relations between educational enrolments and demographic changes.
12. New knowledge.
14. No periodical publications concerning higher education.
15. No books or monographs but several articles have been published in specialized journals.
16. See point 10.

1. Fou-Byran, Universitets- och Högskoleämbetet (UHÄ)
2. R&D Department, National Board of Universities and Colleges.
3. Fou-Byran, Universitets- och Högskoleämbetet (UHÄ), Drottninggatan 95A, P.O. Box 45 501, S-10430 Stockholm.
4. 08/248560.
7. Dr. Lennart Levin.
8. National Board of Universities and Colleges.
9. (a) 13+3 project leaders; (b) 8+3 project leaders
10. (a) Long-term: the role of higher education in society; higher education as a system; the environment and working conditions of teaching; R&D organization and planning; (b) follow-up studies of the reform of higher education; (c) action-oriented projects for planning and development at central and local levels.
11. Planners and administrators at central and local levels, administrators, teachers and directors of studies at local level, politicians and policy makers at central and governmental level.
12. From long-term projects (via reform evaluation, action oriented projects, studies on special study programmes) to local development projects e.g. analysis of student population, forms of teaching, instructional material or methods of examination, etc. The R&D unit publishes an English newsletter and occasionally reports in English.
14. *R&D for higher education; UHÄ-rapporter* [in Swedish]; *Information on higher education* (1-2 times a year).
15. Selective list of publications:
☐ *Knowledge and problem reviews* from the programme 'Research into Higher Education':
☐ Abrahamsson, Bengt. *The research nexus. The link between research and undergraduate teaching.* UHÄ Report, 1977:10.
☐ Bowman, M.J.; Sohlman, A.; Ysander, B.C. *Learning and earning.* Three essays in the economics of education, National Board of Universities and Colleges, 1978.
☐ Dahlström, Edmund. *Division of labour, class stratification and knowledge development.* UHÄ Report, 1979:2.
☐ Grahm, Leif. *Working life–education.* Conference introduction and notes, UHÄ, 1978, stencil.
☐ Trow, Martin. *The creation and support of a research community on higher education.* R&D for higher education, 1977:3.
☐ *Concept formation and learning in some university subjects.* UHÄ Report, 1977:3.
☐ *Research into higher education: processes and structures.* National Board of Universities and Colleges, 1979.
☐ *Research into the organization of higher education.* UHÄ Report, 1977:20.
☐ *The role of higher education in society.* Report from a project seminar, November 1977, stencil.

☐ *The specification of problems and the initiation of research for the field of education.* UHÄ, et al., October 1976.

☐ *Strategies for research and development in higher education.* Educational Research Symposium. Swets & Zeitlinger, Amsterdam, 1976.

☐ *Studies of research and planning systems, and studies of concept formation and the development of values.* Report from a project seminar. October 1978, stencil.

Reports on the Reform Follow-up Programme (in Swedish only):

☐ Bladh, A. *UHÄ:s planeringsberedningar – en funktionsstudie* [The planning committees of the National Board of Universities and Colleges–a functional study]. UHÄ-rapport, 1978:19.

☐ Kim, L. *Tillträde till högskolan. Försöksverksamhet med vidgat tillträde (25:5-regeln) 1969-1976* [Access to higher education. Experimental wider admissions-the 25:5 rule–1969-1976]. UHÄ-rapport, 1978:18.

☐ Kim, L.; Simon, D. *Tillträde till högskolan. Urvalsreglernas effekter på rekryteringen till spärrad högskoleutbildning hösten 1977* [Access to higher education. The effect of the rules of selection on recruitment for restricted intake to higher education in the autumn term, 1977]. UHÄ-rapport, 1978:6.

☐ Kim, L. *Två års erfarenheter av de nya tillträdesreglerna till högskoleutbildning. Tillträde till högskolan: Tredje delrapporten* [Two years' experience of the new rules concerning access to higher education. Access to higher education: third interim report]. UHÄ-rapport, 1979:13.

☐ Månsson, P.; Sköldberg, K. *Vision och verklighet – regionnivån i den nya högskolan* [Vision and reality–regional level in the new system of higher education]. UHÄ-rapport, 1979:6.

☐ Rubenson, K. *Högskolans anpassning till återkommande utbildning – förutsättningar inom och utom systemet* [The adjustement of higher education to recurrent education–preconditions within the system and outside it]. UHÄ-rapport, 1979:1.

☐ Svensson, A. *Jämlikhet på gång? Den sociala selektionen till universitet och högskolor under 60- och 70-talen* [Equality in progress? Social selection at universities ands colleges during the sixties and seventies]. UHÄ-rapport, 1979:9.

16. Selective list of major projects:

(a) The role of higher education in society: higher studies and perception of the world; a study of educational effects; long-term effects of higher education.

(b) Higher education as a system–structure and governance: U68–a study of the origins of the reform of higher education; U68–a study of the implementation of the reform of higher education; work and values–a survey investigation of Swedish higher education; from general education to vocational training–a study of the development of Swedish universities.

(c) The environment and working methods of research: the results of research training 1890-1975; interdisciplinary research groups; identification, style of problem solving, research focus and research ability.

1. Geografiska Institutionen, Umeå Universitet
2. Department of Geography, University of Umeå.
3. Geografiska Institutionen, Umeå Universitet, S-901 87 Umeå.
4. 090/165000.
7. Prof. Erik Bylund.
8. University of Umeå.
9. (a) 35 (b) 25
10. Higher education and regional development; localization and area of action of higher education; non-traditional education–decentralized education–distance education–regional development planning.
11. Administrators, planners, researchers and decision makers.
12. Serving decision makers and planners, acquiring new knowledge.
15. ☐ Hammarbert, B.; Häggström, N. *Adult and non-traditional education and the regional dimension.* 1978. [Title submitted in English].
16. See points 10 and 15.

1. Institutionen för idé- och lärdomshistoria, Göteborgs Universitet
2. Department for the History of Ideas and Science.
3. Institutionen för idé- och lärdomshistoria, Göteborgs universitet, Västra Hamngatan 3, S-411 17 Göteborg.
4. 031/11 77 53; 11 77 76.
7. Prefekt Erland Sellberg.
9. (a) 8 (b) 6
10. Historical traditions of education; ideologies and education; relations between science and education; theory and practice in different educational traditions.
11. Researchers and teachers.
12. Primary objective: improving the Department's understanding and criticizing existing models of the relation between education and ideology. Secondary objective: preparation of courses and serving educational administration.
15. ☐ Nilsson, I. *Medicine and surgery in the 18th Century.* Study of the development of medical and surgical education in Sweden and abroad.
16. See point 10.

1. Institutionen för Internationell Pedagogik, Stockholm Universitet
2. Institute of International Education.
3. Institutionen för Internationell Pedagogik, Stockholm Universitet, S-106 91 Stockholm.

4. 08/15 01 60.
5. 117 32 Ubsth
7. Prof. Torsten Husén.
9. (a) 25 (b) 20
10. Comparative studies; evaluation; relation to earlier background; higher education; economics of education; education in developing countries; longitudinal research.
11. Administrators, planners, researchers, teachers, students and decision makers interested in international problems in education.
12. To serve international as well as Swedish bodies with data within our field.
14. No periodical publications concerning higher education.
15. Selective list of publications:
☐ Husén, T. *The school in question: a comparative study of the school and its future in western societies.* London and New York: Oxford University Press, 1979.
16. Planning and educational research; a comparative study in mathematics; a longitudinal study over three generations; the equalizing effects of school reforms.

1. **Institutionen för Pedagogik**
2. Department of Educational Research.
3. Institutionen för Pedagogik, Fack, S-100 26 Stockholm.
4. 08/22 16 80.
7. Prof. Ulf P. Lundgren.
9. (a) 80 (b) 50
10. Problems related to: drop-outs; recruitment and admission; relations between earlier background, higher education, job and recurrent education.
11. Administrators, planners, researchers, teachers, students of education, as well as decision makers.
12. Very often serving educational administration; sometimes there is no other objective than acquiring new knowledge.
13. It depends on how long will be required to prepare answers and of course the Department's judgement of the relevance of the enquiries.
14. No periodical publications concerning higher education.
15. Selective list [only those published in English]:
☐ Abrahansson, K.; Kim, L.; Rubensson, K. *The value of work expertise in higher education.* A study of work expertise as a substitute for formal academic entrance requirements. Unesco, 1979.
☐ Rubensson, K. *Recruitment to adult education-research and outreaching activities.* Kungäiv, 1979.
16. See point 10.

1. **Institutionen för Vetenskapsteori**
2. Department of Theory of Science.
3. Institutionen för Vetenskapsteori, Västra Hamngatan 3, S-41117 Göteborg.
4. 031/117844.
7. Prof. Håkan Törnebohm.
9. (a) 10 (b) 7
10. Science in society; research on research; interdisciplinary research; research policy; orientation in contemporary schools in metascience; epistemology; the image of man in science.
11. Researchers, teachers, administrators.
12. Partial fulfilment of degree requirements, preparation of courses, serving educational administration, consultation services, selective dissemination of information, etc.
13. Yes.
14. Reports from the Department of Theory of Science.
15. Selective list of publications [titles submitted in English]:
☐ Bärmark, J.; Wallén, G. Interdisciplinary research groups. *The interaction of cognitive and social factors in steering a large-scale interdisciplinary project.* Report no. 41 1979 from the Department of Theory of Theory of Science in Göteborg.
☐ Elzinga, A. *The growth of knowledge. Some notes on possible historiagraphical models.* November 1979.
☐ Elzinga, A. *Science and science management in China.* Research reports from the Department of Theory of Science in Göteborg.
☐ Mussachia, M.M. (ed.). *Scientific development: theoretical issues and perspectives.* Department of Theory of Science, University of Göteborg, Report no. 112, October 1979.
☐ Törnebohm, H.; Nordenstam, T. *Research, ethics and development.* Report no. 98 in reports from the Department of Theory of Science, Göteborg, 1978.
16. Research ethics and development; science and science management in China.

1. **Nationalekonomiska Institutionen, Stockholm Universitet**
2. Department of Economics.
3. Nationalekonomiska institutionen, Stockholm Universitet, Fack, S-10691 Stockholm.
4. 08/340860.
7. Prof. C.H. Siven.
9. (a) 80 (b) 50
10. Education and the labour market.
11. Administrators, planners, researchers, students of economics, decision makers.
12. To serve policy-making in different fields, degree requirements.
13. Foreign enquiries are answered as far as possible.
14. No periodical concerning education.
15. Selective list of publications:
☐ Bowman, M.J.; Sohlman, A.; Ysander, B.C.

Learning and earning. Three essays in the economics of education. [In English].
16. Educational earnings; human capital models and Swedish educational policy.

1. Pedagogisk-Psykologiska Institutionen, Lunds Universitet
2. Department of Educational and Psychological Research.
3. Pedagogisk-Psykologiska Institutionen, Lunds Universitet, Box 23501, S-200 45 Malmö.
4. 040/86700.
7. Prof. Kurt Gestrelius.
8. School of Education, University of Lund.
9. (a) 88 (b) 60
10. Research and development work associated with educational problems; teacher training and training of researchers in education.
11. Administrators, researchers, school principals, teachers, students of education.
12. Partial fulfilment of degree requirements, preparation of courses, serving educational administration, consultation services, preparation of bibliographies, selective dissemination of information, etc.
13. Yes.
14. *Pedagogisk-psykologiska problem* [Pedagogical and psychological problems]. Report series.
☐ *Didakometry* (specializing in reports on didactic and evaluative problems, in English).
☐ *Educational and psychological interactions* (dealing with a broad field of studies, often with a psychological or sociological approach).
☐ English articles and bibliographical surveys are included in the journal-type publication *Didakometry and sociometry.*
☐ Research monographs in English are presented sometimes as volumes in *Studia psychologica et paedagogica.*
☐ Occasional reports in German have a series of their own: *Didakometrie und Soziometrie.*
☐ Series of books: *Pedagogisk orientering och debatt* [Pedagogical information and discussion].
☐ Series of reports: *Pedagogiska hjälpmedel* [Pedagogical aids].
☐ *Reprints and miniprints* as well as *The compendium series* are addressed to a wider audience and present shorter reports of the research results.
15. Selective list of publications [titles submitted in English]:
☐ Bierschenk, B. *Simulating strategies of interactive behaviour.* 1978.
☐ Bierschenk, B.; Bierschenk, I. *A system for a computer-based content analysis of interview data.* Lund, Gleerup, 1976.
☐ Bjerstedt, A. *Explorations in creativity.* Lund, Gleerup, 1976.
☐ Hedlund, C. *Commissioned army officers.* Lund, Gleerup, 1976.
16. Selective list: training in the upper secondary school; methods of teaching mathematics; simulation of interpersonal relationships in teacher training; the roles of the teachers; knowledge and use of adult education; the role of education in labour market training; development of attitudes towards equality; preparation for the future as an educational goal; students' understanding of law and justice; problems in connection with the integration of slow learners; integration of deaf students; migrant students; school–home–leisure time; school–working life; educational research strategies; information and documentation.

1. Pedagogiska Institutionen, Stockholm Universitet
2. Department of Education, University of Stockholm.
3. Pedagogiska Institutionen, Stockholm Universitet, S-106 91 Stockholm.
4. 08/15 01 60.
7. Prof. Åke W. Edfeldt.
8. University of Stockholm.
9. (a) more than 200 persons;
(b) less than 100 persons;
only part of them involved in research on higher education.
10. Recurrent education; study techniques; goal and methods of higher education.
11. Students of education.
12. Of some 100 research projects in progress at the Department, approximately 80 are partial fulfilment of the Ph.D. degree. Some 20 post-doctoral research projects are under way.
14. *Research bulletin from the Department of Education, University of Stockholm.* [Title submitted in English]
16. See point 10.

1. Pedagogiska Institutionen, Umeå Universitet
2. Department of Education.
3. Pedagogiska Institutionen, Umeå Universitet, S-90187 Umeå.
4. 090/165704.
7. Prof. Sten Henrysson.
9. (a) 65 (b) 40
10. Evaluation of university teaching at departmental level; long-term effects of higher education; analysis of student flow, curriculum changes (reform effects); university admission tests.
11. Administrators, planners, researchers, teachers, students of education, as well as decision makers.
12. Often serving educational administration, sometimes with no other objective than acquiring new knowledge.
14. No periodical publications concerning higher education.
15. Selective list of publications [titles submitted in English]:

☐Elgqvist-Saltzman, I. *Ideas and realities behind educational reforms at higher education level.* Unpublished paper, Department of Education, University of Umeå, 1979.
☐ Elgqvist-Saltzman, I. *The way through university.* In: R&D for higher education. National Swedish Board of Universities and Colleges, 1977:10.
☐ Franke-Wikberg, S. *Long-term effects of higher education.* In: R&D for Higher Education. National Board of Universities and Colleges, 1978:6.
☐ Franke-Wikberg, S. *Meetings between students and institutional perspectives.* In: Educational reports Umeå, 1979, no. 21.
☐ Henrysson, S.; Wedman, I. *Research in Sweden with regard to predictive tests and interviews for admission to higher education.* In: Spintum, 1979, no. 13.
☐ Henrysson, S.; Wedman, I. *University admission tests.*
16. See point 10.

1. Pedagogiska Institutionen, Universitetet i Linköping
2. Department of Education, Linköping University.
3. Pedagogiska Institutionen, Universitetet i Linköping, S-581 83 Linköping.
4. 13/13 03 90.
7. Dr. Carl Holmberg.
8. Linköping University.
9. (a) about 70 (b) 60
10. Adult education (also covering aspects of university training); teacher training; in-service training of teachers.
11. Students of education, teacher trainees, researchers.
12. Student research to meet requirements for degrees; staff research to improve qualifications and competence; commissions by government agencies, primarily the National Swedish Board of Education.
14. *University of Linköping Department of Education Report; Linköping studies in education: dissertations.*
15. The normal way for research results to be published is by means of papers in a journal or in the Department's Report Series. Only a few monographs have appeared:
☐ Chaibderraine, Mohamed. *Educational wastage at primary level.* 1978.
☐ Holm, Ulla. *Criterion information and principle information. Studies of the concept formation process.* 1976.
☐ Stockfelt-Hoatson, Britt-Ingrid. *Training of immigrant children in preschool in Norrköping.* 1978.
☐ Werdelin, Ingvar. *Evaluation.* 1977.
16. Selective list: models for in-service training of teachers; the internationalization of informal adult education; educational and vocational guidance in adult education; trials with planning and development work at the Centre for Labour Market Training; successive admittance to the Centre for Labour Market Training; the communicative abilities of adults; primary and secondary aims of adult education; development programme for personnel management; corporate education in small and medium-sized companies; interdisciplinary project studies and increased student influence; manual arts: development of knowledge, skills and attitudes; adult education at correctional institutions: surveying, testing, trials; rehabilitation training of hospital patients; studies of the innovation process in education.

1. Psykologiska Institutionen, Stockholms Universitet
2. Department of Psychology, University of Stockholm.
3. Psykologiska Institutionen, Stockholms Universitet, Box 6704, S-113 85 Stockholm.
4. 08/228160.
7. Prof. Carl-Otto Jonsson.
9. (a) 140 (b) –
10. The role of higher education for personality development, life quality and world perception as an adult.
11. Administrators, planners, researchers, teachers, students.
12. Acquiring new psychological knowledge for decision making in the field of higher education.
14. No periodical publication concerning higher education.
16. see point 10.

1. Skolöverstyrelsen
2. The National Swedish Board of Education.
3. Skolöverstyrelsen, S-106 42 Stockholm.
4. 08/14 06 60.
7. Miss Birgitta Ulvhammar.
8. Ministry of Education.
10. Higher education for medical professions; adult education outside the universities; recurrent education; teaching personnel.
11. The Board commissions research by the research departments of the universities. The research is linked to and used for the development and planning of the school system.
12. See points 11 and 14.
14. *Pedagogiskt utvecklingsarbete inom skolöverstyrelsen* [Development work within School Councils]. Annual, in Swedish.
☐ *School research newsletter* (periodical in Swedish and English).
☐ *Swensk utbildningsforskning* [Swedish educational research]. Annual, in Swedish with summaries in English.
15. Several monographs are published each year in the series: *Swensk utbildningsforskning; Peda-*

gogiskt utvecklingsarbete inom skolöverstyrelsen; or *School research newsletter.*

16. Adult education; recurrent education; in-service training of teachers and school principals; educational reforms 1950-1975. See also point 10.

1. Sociologiska Institutionen, Göteborg Universitet

2. Institution of Sociology.

3. Sociologiska institutionen, Göteborg Universitet, Karl Johansgatan 27, S-414 59 Göteborg.

4. 031/124 50.

7. Prof. Edmund Dahlström.

9. (a) 65 (b) 50

10. (a) Higher education and the labour market (mobility, attitudes to and utilization in the industry);
(b) higher education and working life (impact of higher education on the division of labour and social stratification, the relation to job content and utilization in sectorized higher edication;
(c) higher education and society (development and transformation of the universities, relation to collective cognitive development, the role of professional organizations);
(d) knowledge traditions within vocational/professional training in the higher education system;
(e) the higher education and research system and sectoral knowledge development.

11. All of the institutions and persons concerned with higher education.

12. Developing new knowledge, serving educational administration, partial fulfilment of degree requirements.

14. No periodicals concerning higher education.

15. Selective list of publications:

☐ Dahlström, E. *Division of labour, class stratification and cognitive development.* Research report no. 61, 1979.

☐ Hellberg, I. *Studier i professionell organisation* [Studies in professional organization]. Monograph no. 20, 1978.

☐ Svensson, L. *Från bildning till utbildning* [From liberal education to vocational education]. Parts I and II 1978-79 (with English summary). Monographs nos. 17 18.

16. Studies of knowledge traditions within the system of higher education and research, specifically sectorized vocational education; studies of the development of the higher education system; the conditions of knowledge development in sectorized higher education. See also point 10.

1. Sociologiska Institutionen, Lunds Universitet

2. Department of Sociology, University of Lund.

3. Sociologiska institutionen, Lunds Universitet, Fack, S-220 05 Lund.

4. 064/124100.

7. Prof. Rune Pensson; Prof. Joachim Israel.

8. University of Lund.

9. (a) 40 (b) 25

10. Higher education and division of labour; decentralization of higher education; social class and education; academic research organization.

11. Researchers, planners, teachers, etc.

12. Acquiring new knowledge and also serving educational administration and policy making.

13. It depends on how much time is required to answer.

14. No periodical publications concerning higher education.

15. Selective list of publications [only those published in English]:

☐ Fasth, Eva. *Aspects of the localization of higher education.* Lund, 1980.

☐ Jense, Gonan. *The Swedish academic market place.* Lund, 1979.

16. See point 10.

1. Statsvetenskapliga institutionen (Gruppen för högskole- och forskningspolitiske studier), Stockholm Universitet

2. Department of Political Science (Group for the Study of Higher Education and Research Policy).

3. Statsvetenskapliga institutionen (Gruppen för högskole- och forskningspolitiske studier), Stockholm Universitet, S-106 91 Stockholm.

4. 08/150160.

7. Prof. Olof Ruin.

9. (a) 40 (b) 30

10. Higher education reform in Sweden, France and the United Kingdom; student politics; research function of higher education; R&D for higher education.

11. Ordinary university departments.

12. Disciplinary research, often doctoral work.

13. Yes.

14. No periodicals but book series and report series.

15. Selective list of publications:

☐ Lindensjö, Bo. *Problem och handlingslinjer i sextiotalets universitets- och högskolepolitik* [Problems and policies in higher education in the 1960s].

☐ Myrman, Yngve. *Sjösättningen av högskolereformen in Sverige* [The implementation of higher education reform in Sweden]. Three monographs.

☐ Premfors, Rune. *The politics of higher education in a comparative perspective. France, Sweden, the United Kingdom.*

☐ Premfors, Rune. *Regeringsskiftet och högskolepolitiken* [The change of government and higher education policy].

□ Ruin, Olof. *External control and international participation: trends in the politics and policies of Swedish higher education.*
□ Ruin, Olof, *Studentmakt och statsmakt* [Student power and state power].
16. R&D activities for higher education in Sweden; the role of central agencies on development of higher education in Sweden.

SWITZERLAND/SUISSE/SUIZA/ШВЕЙЦАРИЯ

1. Chaire de pédagogie et didactique (CPD) de l'École polytechnique fédérale de Lausanne
2. Chair of Pedagogy and Didactics of the Federal Polytechnic Institute of Lausanne.
3. Chaire de pédagogie et didactique de l'Ecole polytechnique fédérale de Lausanne, Centre Est, CH-1015 Lausanne.
4. 47 22 75.
7. Prof. Marcel L. Goldschmid.
8. Federal Polytechnic Institute of Lausanne.
9. (a) 7-10 (b) 3-4
10. Individualized training; tutoring by students (students teaching students); survey on pedagogical practices of teaching staff and students.
11. University teaching staff, students.
12. The improvement of higher education.
13. Yes.
15. List of publications:
□ *Améliorer l'enseignement universitaire — tendances nouvelles* [Improving university teaching — new trends].
□ *Bibliographies et systèmes de documentation:* [Bibliographies and documentation systems].
□ *Divers* [Miscellaneous].
□ *Enseignement individualisé: revues, principes, PSI, enseignement modulaire, etc.* [Individualized instruction: reviews, principles, PSI, modular instruction, etc.].
□ *Enseignement par les étudiants: enseignement par des pairs, parrainage et cellule d'apprentissage* [Teaching by students, teaching by pairs, sponsorship and learning cell].
□ *Evaluation de l'enseignement* [Evaluation of teaching].
□ *Evaluation des études* [Evaluation of studies].
□ *Manuels de pédagogie* [Teaching manuals].
□ *Matériel d'ateliers, de séminaires et de cours produits par la CPD* [Materials produced by CPD for workshops, seminars and courses].
□ *Méthodes d'enseignement (en général)* [Methods of teaching (in general)].
□ *Méthodes d'apprentissage pour les étudiants* [Student learning methods].
□ *Moyens audiovisuels* [Audio-visual media].
□ *Principes de l'enseignement universitaire* [Principles of university teaching].
□ *Psychologie* [Psychology].
□ *Rapports de recherche et d'études* [Reports on studies and research].
16. Student learning centre; post-graduate (third cycle) pedagogical training for university teaching staff; pedagogical training of teachers from developing countries; conception and use of didactic material — the learning process and student characteristics.

1. Institut für Ausbildungs- und Examensforschung (IAE) der medizinischen Fakultät der Universität Bern
2. Institute for Research in Education and Evaluation, Faculty of Medicine, University of Bern.
3. Institut für Ausbildungs- und Examensforschung (IAE) der medizinischen Fakultät der Universität Bern, c/o Inselspital 14 c, CH-3010 Bern.
4. 031/64 35 72.
7. Professor Hannes Pauli.
8. University of Berne, Faculty of Medicine.
9. (a) 20 (b) 13
10. Following areas can be distinguished:
(a) Health services system: analysis of those aspects of health which are of particular interest for the education of doctors and, within limits, for education in other health-care professions.
(b) Education: the analysis and implementation of learning environments and the learning processes as well as their interrelations in the education, training and continuing education of doctors and members of other health professions. Sub-areas of this category include: educational research (e.g. socialization research, instructional research) and the analysis of goals and the structuring of content; and educational and instructional planning including the development and investigation of teaching and learning strategies.
(c) Evaluation: the taking over, development, testing and use of instruments and methods for evaluation and research in all three areas of the Institute's work. Particularly for the assessment of the learning environment and the professional work setting, as well as the learning results and behaviour and performance of doctors.
11. Students, administrative and teaching staff of the Faculty of Medicine, as well as other groups and institutions concerned with medical studies.
12. Advising and assistance to the Faculty of

Medicine; R&D work; serving educational administration, consultation services; preparation of bibliographies and selective dissemination of information.
13. Yes.
15. Selective list (1976-1980):
□ Albisser, S.; Blake, C.S. *Curriculum development in the education of the health professions.* An interim report on a WHO/IAE Seminar, Bern, Gurten-Kulm, 8.-12.5.1978.
□ Albisser, S.; et al. (eds.) *Module guide-book for curriculum development in the education of health professionals.* Compiled for a WHO/IAE Seminar, Bern, Gurten-Kulm, 1980.
□ Bangerter, Ch.; Noack, H. *Befragung zum Gruppenunterricht an der Medizinischen Fakultät Bern* [Inquiry on group instruction at the Faculty of Medicine at Bern]. IAE-Projektbericht Nr. 3, 1976.
□ Noack, H. *Facilitating improvements at departmental/medical school/university level.* Paper presented at the Seminar on Planning and Implementation of Teacher Training Programmes of WHO Regional Office for Europe, Copenhagen, in London, 22.-25.5.1979.
□ Noack, H. *Functions of health professions.* Report on a study. WHO Regional Office for Europe, Copenhagen, ICP/HMD 017, 1978.
□ Noack, H. (ed.). *Medical education and primary health care.* Croom Helm, London, 1980.
□ Pauli, H.G. *A competency oriented model of licensure for medical practice in Switzerland.* Paper presented at the Symposium 'Decision making on medical education' of the Nederlandse Vereniging voor Meedisch Onderwijs, Maastricht, 11.-12.10.1979.
□ Pauli, H.G. *The impact of primary health care expansion on manpower and education.* In OECD/CERI: Education of the health professions in the context of primary health care expansion. Seminar of the Nordic Countries—Denmark, Finland, Iceland, Norway, Sweden. Stockholm, April 1978. OECD, Paris, 1979.
□ Pauli, H.G. *The medical curriculum.* In: Health needs of society: a challenge for medical education. (10th CIOMS Round Table Conference, Ulm, 1976, Gellhorn, A.; et al., eds.). World Health Organization, Geneva, 1977.
□ Pauli, H.G. *New directions for qualification: Switzerland.* In: An international view of qualification for the practice of medicine. Annual Conference of the National Board of Medical Examiners, USA, 1976.
□ Pauli, H.G. *Persönlicher Bericht über Besuche an Medizinischen Fakultäten und Institutionen in Kanada und USA* [Personal report on visits to medical faculties and institutions in Canada and USA]. 1978.
□ Pauli, H.G. *Primary health care.* Paper presented on request at the annual meeting of the Association for Medical Education in Europe, Athens, 17.-20.9.1979.
□ Pauli, H.G. *Reforms of medical education in Switzerland: past, present and future.* Paper presented on request at the Greek National Seminar on Medical and Paramedical Education with Respect to Primary Health Care in Greece, organized by the Greek Ministries of Social Services and of National Education, in collaboration with OECD/CERI, Athens, 21.-23.9.1979.
□ Pauli, H.G. *Studienwahl: Medizin, Berufswahl: Arzt. Tradition im Umbruch* [Choice of study field: medicine, choice of profession: doctor. Tradition in upheaval]. Perspektiven. Zeitschrift für Studien- und Berufspraxis 2, Nr. 1, S. 4, 1979.
□ Schmocker, A.M.; Vorkauf, H. *Zur Prognostizierbarkeit von Noten in den eidgenössischen Medizinalprüfungen* [The predictibility of marks in Swiss medical examinations]. IAE-Projektbericht Nr. 6, 1977.
□ A WHO Group, Secretariat: Abrahamson, S.; et al. *Criteria for the evaluation of learning objectives in the education of health personnel.* Technical Report Series Nr. 608, WHO, Geneva, 1977.
16. See point 10.

TURKEY/TURQUIE/TURQUÍA/ТУРЦИЯ

1. Eğitim Ekonomisi ve Planlamasi Bölümü, Ankara Universitesi Eğitim Fakültesi
2. Department of Economics and Planning of Education, Faculty of Education of Ankara University
3. Eğitim Ekonomisi ve Planlamasi Bölümü, Ankara Universitesi Eğitim Fakültesi — Cebeci - Ankara.
4. 237/191310
7. Prof. Mahmut Adem.
8. Faculty of Education of Ankara University.
9. (a) 6 (b) 3 professors; 3 assistants
10. Access to higher education; economic aspects of planning of higher education.
11. Administrators, planners, researchers on education.
12. Assistance in making efficient use of public funds on higher education. Contribution to devel-

opment of higher education in Turkey. Development of study and research programmes in Turkish higher education.

15. Selective list of publications [titles submitted in English]:

□ Adem, Mahmut. *Analyses of expenses in Turkish higher education.*

□ Adem, Mahmut. *Economic aspects of higher education in Turkey.*

□ Adem, Mahmut. *Economic problems and planning of higher education.*

□ Adem, Mahmut. *Problems of productivity in Turkish higher education.*

□ Adem, Mahmut. *Social services in higher education.*

□ Mihçioglu, Cemal. *Access to universities and high schools.*

16. Selective list: admission policy for higher education; employment of higher education graduates; efficiency of investments in higher education; inequalities in Turkish higher education. See also point 10.

UNION OF SOVIET SOCIALIST REPUBLICS/UNION DES RÉPUBLIQUES SOCIALISTES SOVIÉTIQUES/UNIÓN DE REPÚBLICAS SOCIALISTAS SOVIÉTICAS/СОЮЗ СОВЕТСКИХ СОЦИАЛИСТИЧЕСКИХ РЕСПУБЛИК

1. Naučno Issledovatel'skiĭ Institut Problem Vysšeĭ Školy

2. Research Institute for Higher Education.

3. Naučno Issledovatel'skiĭ Institut Problem Vysšeĭ Školy, Podsosenkij Pereulok 20, 103062 Moscow K-62.

4. 297 14 18; 297 36 77; 274 12 03.

5. Didakt 113214.

7. Prof. Vladimir Nikolaevich Chetverikov.

8. Ministry of Higher and Specialized Secondary Education of the USSR.

9. (a) 503 (b) 379

10. Scientific organization of study processes; theory and methods of teaching; educational technology; ideological education of students; organization of research; economics of higher education; automatizing management and administration of higher education; international comparative analysis of training of highly qualified manpower; collective use of educational materials; scientific information systems.

11. Teaching and research staff, planners and decision makers in charge of higher education.

12. Elaboration of theoretical bases for improving the system of training of highly qualified manpower by higher education systems; carrying out experiments in the field of higher education; dissemination of experiences of the leading higher education institutions; information activities, including preparation of publications; documentation services; organization of conferences, seminars and consultations.

14. List of periodical publications:

□ *Kommunističeskoe vospitanie v vysšeĭ i sredneĭ special'noĭ škole* [Ideological education in higher and specialized secondary education].

□ *Naučnaya organizatsiya informatsionnoi raboty v vysšeĭ i sredneĭ škole* [Scientific organization of information activities in higher and specialized secondary education].

□ *Obučenie v vysšeĭ i sredneĭ special' noĭ škole* [Learning in higher and specialized secondary education].

□ *Upravlenie, èkonomika i prognozirovanie razvitiya vysšeĭ i sredneĭ special'noĭ školy* [Management, economics and forecasting of development of higher and specialized secondary education].

□ *Vysšaya i srednyaya special'naya škola za rubežom* [Higher and specialized secondary education abroad].

The Institute also publishes annotated bibliographies and provides other information needed for the development of higher education and specialized higher education.

15. See point 14.

16. Selective list:

(a) psychological conditions for improving study motivations;

(b) principles and structures of thinking processes and memory;

(c) organization of individual learning;

(d) methodology of preparation of study programmes;

(e) evaluation of the study processes on different levels of the organizational structure of higher education institutions (chair, faculty, institution);

(f) theoretical basis for computer-assisted learning (CAL);

(g) organization of research in the institutions of higher education related to its specialization and capacity;

(h) ideological and political education in higher education;

(i) principles for estimate of needs for teaching and support staff at faculty level;

(j) analyses of costs and expenditure in higher education;
(k) creation of the computer-based information system for legal and administrative problems of higher education institutions;
(l) analyses of needs for highly qualified manpower;
(m) regional distribution of institutions of higher education;
(n) computer-based system for the USSR's Ministry of Higher and Specialized Secondary Education;
(o) formulation of the main lines developing specialized secondary education in the light of scientific, technological and social progress;
(p) comparative analyses of organization systems of higher education in highly industrialized countries;
(q) preparation of qualified manpower in developing countries.

See also point 10.

UNITED KINGDOM/ROYAUME-UNI/REINO UNIDO/СОЕДИНЕННОЕ КОРОЛЕВСТВО

1. Centre for Educational Sociology
3. Centre for Educational Sociology, 7 Buccleuch Place, Edinburgh EH8 9LN.
4. 031-667 1011.
7. Mr. A.F. McPherson.
8. University of Edinburgh.
9. (a) 13 (b) 10
10. Topics that can be covered by a continuing series of surveys of school-leavers, especially aspects of the transition from school to higher education; follow-up studies of students in higher education; educational policy-making; the organization and control of educational research.
11. All users with an interest in Scottish secondary and post-secondary education and related topics.
12. To create a model in which control over and participation in research is shared with educational practitioners. All users are welcome, but users are expected to take part in the task of preparing questions for analysis.
14. *Newsletter.* Twice a year.
15. Selective list (1976-1979):

□ Gray, J.; McPherson, A.F.; Raffe, C.D. *How good are schools?* (Provisional title)

□ McPherson, A.F. *An archive on flows from secondary education in Scotland since 1962, final report to the SSRC on project HR3187.* Available from the National Lending Library, Boston Spa, 1977.

□ McPherson, A.F.; Raab, C.D. *Educational policy-making in Scotland since 1945.* (Provisional title)

□ McPherson, A.F.; Neave, G.R. *The Scottish sixth: a sociological evaluation of sixth-year studies and the changing relationship between school and university in Scotland.* National Foundation for Educational Research, Slough, 1976.

16. See point 10.

1. Department of Education, Brunel University
3. Department of Education, Brunel University, Uxbridge, Middlesex UB8 3PH.
4. Uxbridge 37188, ext. 440
7. Prof. W.D. Fumeaux.
8. Brunel University.
9. (a) 24 (b) 14
10. Central government funding for part-time advanced (post-graduate) courses in science, engineering and technology; the evaluation and curricular development of post-graduate courses for medical general practitioners, post-graduate courses for general practitioners in dentistry.
11. Administrators, planners, researchers, teachers and students of Brunel University as well as government manpower planners.
12. To find out obstacles to post-graduate studies; preparation of courses; dissemination of information; and partial fulfilment of professional qualifications.
13. Yes.
15. Several monographs under preparation.
16. See point 10.

1. Department of Education, University of Keele
3. Department of Education, University of Keele, Keele, Staffordshire ST5 5BG.
4. 0782 621111.
5. 36113 unklib g.
7. Prof. S.J. Eggleston.
8. University of Keele.
9. (a) 39 (b) 25
10. Non-university further education establishments; teacher education; comparative studies; informal educational institutions for adolescents and young adults.
11. Researchers, teachers, students of education.

12. Dissemination of information (in response to research contracts) and consultative agreements for international organizations; partial fulfilment of degree requirements; serving educational administration at local and regional level.
15. Selective list (1976-1979):
□ Eggleston, J. *Comparing and contrasting comprehensive and selective systems of education.* In: Dino Carelli, M.; Morris, John G.; (eds.). Equality of opportunity reconsidered: values in education for tomorrow. Lisse, Swets and Zeitlinger, 1979.
□ Eggleston, J. *Diversification of tertiary education in the United Kingdom.* In: Moor, R.A. de (ed.). Changing tertiary education in modern European society. Strasbourg, 1978.
□ Eggleston, J. *Initial and continuing training of teachers. New trends and concepts.* Buenos Aires, Marymar, 1976.
□ Kempa, R.F. *Assessment in chemistry—towards profiles?* In: Kempa, et al.; (eds.). Research in assessment II. The Chemical Society, London, 1979.
□ Kempa, R.F. *The linkage of theoretical research and the practice of science education.* In: Frey, K.; (ed.). Research in science education in Europe. Amsterdam, Swets and Zeitlinger, 1977.
□ Kempa, R.F.; Ongley, P.A. *Profile assessment in chemistry.* Report on a feasibility study. Department of Education, University of Keele, 1979.
□ Kempa, R.F.; Hoare, D.E.; Rutherford, R.J.O.; (eds.). *Research in assessment.* Chemical Society, London, 1976.
□ Kempa, R.F.; Hoare, E.D.; Ongley, P.A.; (eds.). *Research in assessment II.* The Chemical Society, London, 1979.
□ Kempa, R.F. *Teacher assessment of practical skills in chemistry.* In: Kempa; et al., (eds.). Research in assessment II. The Chemical Society, London, 1979.
□ Mardle, G.D.; Gleeson, D. *Education and training? A case study in the theory and practice of day release education.* London, Routledge and Kegan Paul, 1979.
□ Roberts, I.F. *Educational research in further education—a critical review.* In: Further Education Research Association, Bulletin 15, 1978.
16. See point 10.

1. Institute of Education, University of London
3. Institute of Education, University of London, 20 Bedford Way, London WC1H 0AL.
4. 01-636 1500.
7. William Taylor.
8. University of London.
9. (a) 550 (b) 199
10. Economics of education; comparative education; education in developing countries; university teaching methods.
11. University teaching staff, students of education, administrators, planners and researchers.
12. To enlarge educational understanding and improve educational practice; to carry out long- and short-term projects and programmes commissioned or funded by government departments, research councils and foundations; and to offer research training to post-graduate students.
13. Yes.
14. *Studies in education* (occasional); *Reporter* (house journal; occasional).
15. Selective list (1976-1980):

Studies in education series:
□ Baron, Bernard. *The managerial approach to tertiary education: critical analysis.* 1978.
□ Bryant, Margaret E. *The unexpected revolution: the education of women and girls in the nineteenth century.* 1979.
□ Crispin Alan. *The supply and distribution of teaching staff in schools and institutions of further and higher education.* 1979.
□ Glatter, Ron (ed.). *Control of the curriculum: issues and trends in Britain and Europe.* 1977.
□ Jennings, Arthur; Ingle, Richard. *Science in schools—which way now?* 1980.
□ Williams, Peter (ed.). *Prescription for progress? A commentary on the education policy of the World Bank.* 1976.

Public lectures series:
□ Atkin, J. Myron (Stanford University, USA). *The government in the classroom.* 1980.
□ Holmes, Brian. *Ivory towers, the glass bead game and open societies: the social functions of comparative education.* 1979.
□ Lawton, Denis. *The end of the secret garden? A study in the politics of the curriculum.* 1979.

Occasional (non-series):
□ Tizard, Barbara; et al. *Fifteen thousand hours: A discussion.* 1980.
□ Williams, Peter; (ed.). *The school leaver in developing countries: a report of a workshop.* 1976.
16. Selective list: economics of education research unit; evaluation of testing; curriculum development project for geography; linguistic minorities; varieties of technological learning experiences in different settings — schools, further education, universities, polytechnics; business studies; educational administration; health education; and statistics of education. See also point 10.

1. Institute of Educational Technology, The Open University
3. Institute of Educational Technology, The Open University, Walton Hall, Milton Keynes MK7 6AA.
4. 0908/63216.
5. 825061.
7. Prof. David G. Hawkridge.

8. The Open University.
9. (a) 95 (b) 70
10. Curriculum development; assessment techniques; audio-visual media (particularly TV and radio); textual communication; tutoring and counselling; student progress and drop-out; student study habits and use of leisure; problems of access to learning resources, etc.
11. University policy makers, course developers, teachers, etc.
12. Partial fulfilment of degree requirements; preparation of courses; serving educational administration; consultation services; preparation of bibliographies; selective dissemination of information; etc.
13. Foreign enquiries are answered within cost limits.
14. The Institute does not have its own periodical, but it does publish in many learned journals.
15. Selective list (1976-1979):

□ Bates, Anthony; Robinson, John; (eds.). *Evaluating educational television and radio.* Milton Keynes, The Open University, 1977.

□ Bates, Anthony W. *Using television in mathematics: Handbook for the mathematics compilation tape. Examining the potential of television and radio for multi-media and distance teaching systems.* Milton Keynes, The Open University, 1978.

□ Berrigan, Frances. *Access – some western models of communication media.* Paris, Unesco, 1977.

□ Brown, Duncan H. *Using television in the faculty of arts: handbook for the arts compilation tape. Examining the potential of television and radio for multi-media and distance teaching systems.* Milton Keynes, The Open University, 1978.

□ Connors, Brendan. *Section 5: course design and production. The Open University: a short course.* Milton Keynes, The Open University, 1977.

□ Connors, Brendan. *Stage 1: an introduction to self-instruction.* In: Rowntree, D. (ed.) How to develop self-instructional teaching. Milton Keynes, The Open University, 1978.

□ Farnes, N.C. *Distance teaching for developing countries.* In: Teaching at a distance 5. 1976.

□ Farnes, N.C.; McCormick, R. *The educational well-being of the community generally.* In: Teaching at a distance 6. 1976.

□ Farnes, N.C.; McCormick, R.; Calder, J.A. *A proposed system for mass continuing education.* In: Evans, L.; Leedham, J. (eds.) Aspects of educational technology IX. London, Kogan Page, 1976.

□ Gallagher, Margaret. *Good television and good teaching: some tensions in educational practice.* Educational Broadcasting International 11, 3. 1978.

□ Gallagher, Margaret. *Programme evaluation methods at the Open University.* In: Bates, A.W.; Robinson, J. (eds.) Evaluating educational television and radio. Milton Keynes, The Open University Press, 1977.

□ Gallagher, Margaret. *Unit 11: organisations and occupations DE353: mass communication and society.* Milton Keynes, The Open University Press, 1977.

□ Gibbs, Graham P.; Durbridge, Nicola. *Characteristics of Open University tutors* In: Teaching at a distance 6. 1976.

□ Grundin, Hans U. *Using television in science and technology: handbook for the science and technology compilation.* Tape, 1978.

□ Hawkridge, David G. *British and American approaches to evaluative studies in education.* In: Studies in educational evaluation 4, 1. 1978.

□ Hawkridge, David G. *Communication and education in open learning systems.* In: Learner, D.; Nelson, L.M. (eds.) Communication research – a half-century appraisal. Honolulu, University of Hawaii Press, 1977.

□ Hawkridge, David. *The Open University: a select bibliography.* Monograph No. 4.

□ Hawkridge, David G. *Satellites and education: prospects and problems.* In: Journal of the British Interplanetary Society, 30, 4. 1977.

□ Hawkridge, David G. *Setting up the Open University.* IET Monograph No. 5. Milton Keynes, The Open University, 1977.

□ Hawkridge, David G. *The University of Mid-America: an Open University analogue?* In: Teaching at a distance 13. 1978.

□ Hawkridge, David G. *The University of Mid-America: an Open University view.* Washington D.C.: National Institute of Education, 1977.

□ Henderson, Euan S. *The Open University reading development course: a case study in alternative approaches to evaluation.* In: Billing, D. (ed.) Course design and student learning. Guildford, Society for Research into Higher Education, 1978.

□ Kern, Larry; Mason, John. *Non-broadcast media technologies at the British Open University.* In: Educational Broadcasting International 10, 3. 1977.

□ Kirkwood, Adrian. *A bibliography of published and unpublished work by members of the Institute.* Monograph no. 2.

□ Koumi, Jack. *Catering for the individual differences among Open University students.* In: Bates, A.W.; Robinson, J. (eds.) Evaluating educational television and radio. Milton Keynes, The Open University Press, 1977.

□ Lawless, Clive J.; Kirkwood, Adrian. *Individualising induction for educational technologists at the Open University.* In: Clarke, J.; Leedham, J. (eds.) Aspects of educational technology X. London, Kogan Page, 1976.

□ Lefrere, Paul R.; McCloughry, J.K. *A semi-automated system for Open University physics. Proceedings of the NATO Advanced Study Institute on computer-based science instruction.* Louvain, Noordhoff, 1976.
□ Mace, Ellie. *Rolling remake: an alternative approach to course design at the Open University.* In: Programmes, learning and educational technology, 13, 4. 1976.
□ McCormick, Robert. *Evaluation of Open University course materials.* In: Instructional science, 5, 2, 1976.
□ Macdonald-Ross, Michael. *Bibliography for textual communication.* Monograph no. 3.
□ Macdonald-Ross, Michael; Smith, Eleanor B. *Graphics in text: a bibliography.* Monograph no. 6.
□ Macdonald-Ross, Michael. *Research in graphic communication. Graphics in text: how numbers are shown.* Monograph no. 7.
□ McIntosh, Naomi E.; Woodley, Alan; Griffiths, Moira. *Access to higher education in England and Wales.* New York, International Council for Educational Development, 1978.
□ McIntosh, Naomi E.; Calder, Judith A.; Swift, Betty. *A degree of difference: a study of the first year's intake of students to the Open University of Great Britain.* London, Society for Research into Higher Education, 1976.
□ McIntosh, Naomi E.; Woodley, Alan. *Excellence and equality: a study of access and drop-out: the experience of the Open University of the United Kingdom.* In: Fenske, R.H. (ed.) Conflicting pressures in postsecondary education. Tallahassee, Florida, The Association for Institutional Research, 1977.
□ McIntosh, Naomi E. *The relevance of the Open University for other education systems.* In: Fahrenfort, P. (ed.) The Open University. Amsterdam, University of Amsterdam and the Free University, 1976.
□ McIntosh, Naomi; McIntosh, Andrew. *Research for monitoring and evaluation of public social programmes.* In: Proceedings of the 21st Annual Conference of the Market Research Society. London, The Market Research Society, 1978.
□ Morrison, Val, et al. *Open University digest of statistics 1971-1976.* Milton Keynes, The Open University, 1977.
□ Northedge, Andrew; Durbridge, Nicola. *The use of tutorials in the Open University.* In: Howe, A.; Romiszowski, A.J. (eds.) International yearbook of educational and instructional technology 1978-79. London, Kogan Page, 1978.
□ Rowntree, Derek. *Assessing your students.* In: Rowntree, D. (ed.) How to develop self-instructional teaching. Milton Keynes, The Open University, 1978.
□ Rowntree, Derek. *Learn how to study.* (Second edition) London, Macdonald and Jane, 1976.
□ Rowntree, D.; Harden, R. *Undergraduate training in the Medical Faculty of Cairo University, Egypt.* Geneva, World Health Organization, 1978.
□ Rowntree, Derek. *What is educational technology?* Monograph no. 1.
□ Woodley, Alan; McIntosh, Naomi E. *People who decide not to apply to the Open University.* In: Teaching at a distance no. 9, 1977.
16. See point 10.

1. Institute for Educational Technology, University of Surrey
3. Institute for Educational Technology, University of Surrey, Guildford, Surrey GU2 5XH.
4. 0483/71281, extension 402/619.
5. 859331.
7. Prof. L.R.B. Elton.
8. University of Surrey.
9. (a) 15 (b) 6
10. Individualized systems of instruction; computer assisted learning; concepts in science; transition from school to university; evaluation of curricula in higher education; staff training and development in higher education, resource centre on teaching and learning in higher education; student library needs; study methods of students.
11. Planners, researchers, academic staff, administrative staff, students.
12. To improve teaching and learning in higher education through research, training courses, consultancies and publications.
13. Foreign enquiries and foreign visitors are welcomed.
15. Selective list (1976-1979):
□Bridge, W.A.; Elton, L.R.B. (eds.). *Individual study in undergraduate science.* Heinemann Educational Books, London, 1977.
□ Elton, L.R.B. *Can the Keller Plan help in our understanding of the problem of distant learning?* Zentrales Institut für Fernstudienforschung, Hagen, July 1978.
□ Elton, L.R.B. *Educational technology — today and tomorrow.* In: Gilbert, J.K.; Hills, P.J. (eds.) Aspects of educational technology, XI. Kogan Page, 1977.
□ Elton, L.R.B. *Innovation and the role of educational media.* In: Beug, J.K. (ed.) Innovation and improvement in teaching and learning in higher education. Higher Education Authority and Irish Federation of University Teachers, Dublin, 1977.
□ Elton, L.R.B. *Self-evaluation of teaching.*
□ Elton, L.R.B. *Staff development through self-evaluation.* Staff Development in Higher Education, SRHE, 1977.
□ Elton, L.R.B.; Hodgson, V.; O'Connell, S. *Study counselling at the University of Surrey.* Study courses and counselling. SRHE, 1979.
□ Elton, L.R.B.; Laurillard, D.M. *Trends in re-*

search on student learning. Studies in higher education, March 1979.
□ Gilbert, J.K. *The Evaluation of two independent learning programmes in science education at upper secondary school level.*
□ Gilbert, J.K. *The use of models in science and science teaching.*
□ McKenzie, J.; Elton, L.; Lewis, R. (eds.). *Interactive computer graphics in science teaching.* Ellis Horwood, Chichester, 1978. Distributed by John Wiley & Sons Ltd.
16. Selective list: individualized learning and the Keller Plan; laboratory teaching; computer assisted learning (CAL); library use and instruction; the school-university interface; training and development of university teachers; study methods of undergraduates; personal psychology and education; research methodology.

1. Institute for Research and Development in Post-Compulsory Education, Department of Educational Research, University of Lancaster
3. Institute for Research and Development in Post-Compulsory Education, Department of Educational Research, University of Lancaster, Cartmel College, Bailrigg, Lancaster LA1 4YL.
4. 0524/65201.
5. 65111 lancul g.
7. Prof. Gareth L. Williams.
8. University of Lancaster.
9. (a) 27 (b) 21
10. Higher education policy; the demand for higher education; higher education and the labour market; adult, continuing and recurrent education; student learning.
11. Students, researchers, teachers and administrators.
12. Academic research; contract research; partial fulfilment of degree requirements; consultation services; preparation of courses.
13. Foreign enquiries are welcome.
14. *Education policy bulletin* published twice a year.
15. Selective list of publications:
□ Cockburn, Barbara; Ross, Alec; Mathews, John. *Teaching in higher education series.* (Set of 9 booklets).
□ Entwistle, Noel; Hounsell, Dai (eds.). *How students learn.*
□ Nimmo, Duncan B. *Mark Pattison, the pursuit of learning and the modern university.*
□ Rhodes, Dent; Hounsell, Dai (eds.). *Staff development for the 1980s: international perspectives.*
16. Education and career choices in upper secondary education; how students learn; the responses of employers to educational qualifications; the post-initial education of adults in North-West England; mature students' participation in education; undergraduates' attitudes to employment; the effect of higher education's reorganisation on teacher training; implications of reduction in part-time teaching opportunity for the career patterns of women school-teachers.

1. Moray House College of Education
3. Moray House College of Education, Holyrood Road, Edinburgh EH8 8AQ.
4. 031/556 8455.
7. Prof. Baillie T. Ruthven.
8. Scottish Education Department.
9. (a) 450 (b) 200
10. Attitudes to teacher training and the development of materials to relate theory to practice; reticence in communication among first-year students.
11. Students of education; community education; social work; administrators and planners.
12. Preparation of courses and promotion of closer links between theory and practice. To develop communication skills in students (M.Phil.) higher degree.
13. Yes.
15. Selective list of publications from *The pedagogics project:*
□ *The pedagogics project.* Informal bulletin no. 1, January 1978.
□ *The pedagogics project.* Informal bulletin no. 2 — *Television retrospective and up-date on evaluation.* September 1978.
□ *The pedagogics project.* Informal Bulletin no. 3. *Course development and evaluation — interim reports.* April 1979.
16. See point 10.

1. National Foundation for Educational Research in England and Wales (NFER)
3. National Foundation for Educational Research in England and Wales (NFER), The Mere, Upton Park, Slough, Berks. SL1 2DQ
4. Slough 28161.
7. Alfred J. Yates.
9. (a) NFER, 132; and also the NFER Publishing Company, 43
(b) 74; 9
10. 16-19 post-compulsory education in further education; teacher education; university admissions
11. Primarily for officers of member organizations, including teachers and lecturers, and for the educational research community. However, students at all levels examine and use our findings.
12. To conduct applied research into problems of education at all levels within the public sector; to disseminate its findings and information and so to assist policy making and implementation in the area of educational.
13. Enquiries from overseas are answered.
14. *Educational research* — 3 times per year; *Educational research news* — 2 per year; *Book catalogue; Catalogue of tests for educational guid-*

ance and assessment; Catalogue of tests for industry; catalogue of clinical procedures; Register of educational research in the United Kingdom; EUDISED R&D bulletin; Research information brochures; Research summaries (current and completed NFER Projects).

15. Selective list (1976-1979):

□ Choppin, B.; Orr, L. *Aptitude testing at 18+.* Windsor, NFER pub. Co., 1976.

□ Dean, J.; Choppin, B. *Educational provision 16-19.* Windsor, NFER Pub. Co., 1977.

□ Saville, P.; Blinkhorn, S. *Undergraduate personality by factored scales.* Windsor, NFER Pub. Co., 1976.

□ Vincent, D.; Dean, J. *One-year courses in colleges and sixth forms.* Windsor, NFER Pub. Co., 1977.

□ NFER. *Register of educational research in the United Kingdom. Vol. 11, 1976-1977.* Windsor, NFER Pub. Co., 1977.

16. Selective list: staff development in further education; teaching of study skills; a study of bridging courses for women; further education opportunities for the physically handicapped; one year courses at 16+; recruitment for the teaching profession; teachers' centres — their role and functioning. See also point 10.

1. School of Education, University of Exeter
3. School of Education, University of Exeter, St. Luke's, Exeter EX1 2LU.
4. Exeter 52221.
7. Prof. E.C. Wragg.
8. University of Exeter.
9. (a) — (b) 87 (academic staff)
10. Most of the research is on education at school level but research is also undertaken on teacher training at the higher education level.
11. For the training of teachers and for research in education at all levels from B.Ed. to Ph.D.
12. Research on higher education is initiated under supervision, sometimes in co-operation with the Teaching Services Centre at the University of Exeter.
15. Several publications resulted from the teacher education project but a complete list of these will not be available until 1981.
16. Teacher education project. See also point 10.

1. School of Education, University of Leicester
3. School of Education, University of Leicester, 21 University Road, Leicester LE1 7 RF.
4. 0533/551122.
7. Prof. Gerald Bernbaum.
8. University of Leicester.
9. (a) 78 (b) 54 (academic staff).
10. Teacher education; entry into higher education (examinations).
11. Teaching and research relevant to training of graduate teachers, in-service provision, administrators, researchers and the teaching profession.
12. The objectives of the courses taught are to enhance the proficiency and status of the teaching profession. The various research projects aim to discover more accurately the structure and process of educational transmission.
14. The Department publishes occasional papers. In 1979 the following have been published: *General studies in further education — an annotated bibliography, Metaphorically speaking — the role of metaphor in teaching and learning science.*
15. Selective list. (The Department, as such, does not publish monographs. Individual staff members publish on their own account.)

□ Barrow, R.Sr.C. *Common sense and the curriculum.* George Allen and Unwin, 1976.

□ Bernbaum, G. *Knowledge and ideology in the sociology of education.* Macmillan, 1977.

□ Galton, M.J. *British mirrors — an anthology of classroom observation instruments.* School of Education, University of Leicester, 1978.

□ Galton, M.J.; Eggleston, J.F.; Jones, M.E. *Processes and products of science teaching.* Schools Council Research Series, Macmillan, 1976.

□ Harrison, J.B. *The danger light.* Newbury House, Massachusetts. 1978.

□ Jones, D.K. *The making of the education system 1851-1881.* Routledge and Kegan Paul, 1977.

□ Lawton, D.; Dufour, B. *The new social studies.* Heinemann, 1977.

□ Reeder, D.A. (ed.). *Introduction to the history of urban education.* In: Urban education in the nineteenth century. Taylor and Francis, London, 1977.

□ Richards, C. (ed.). *New contexts for teaching, learning and curriculum studies.* Association for the Study of the Curriculum, 1977.

□ Richards, C.M. (ed.). *Power and the curriculum.* Nefferton Books, 1978.

□ Simon, B. *Intelligence, psychology and education.* Lawrence and Wishart, 1978.

□ Whiteside, M.T. *The sociology of educational innovation.* Methuen, 1978.

□ Woods, R.G. (ed.). *Introducción a las ciencias de la educación* [Introduction to educational sciences]. Anaya, 1976.

16. Selective list: structure and process of initial teacher education in the universities; community education; teacher education project. See also point 10.

1. Scottish Council for Research in Education
3. Scottish Council for Research in Education, 16 Moray Place, Edinburgh EH3 6DR.
4. 031/226 7456.
7. Dr. W.P. Dockrell.
8. None — private charitable foundation.
9. (a) 50 (b) 30

10. Professional and technical higher education.
11. Educational administrators and planners primarily. Other researchers and students to a lesser degree.
12. Serving educational administration followed by the dissemination of information.
13. Yes.
14. *Research in education* — twice yearly; *Annual report.*
15. Selective list (1976-1979):
□ Forsyth, J.P.; Dockrell, W.B. *Curriculum and assessment: the response to Munn and Dunning.* Scottish Council for Research in Education, Edinburgh, 1979.
□ Gulland, D.; Zaklukiewicz, S. *No cosmetic exercise.* Scottish Council for Research in Education and Scottish Community Education Centre, Edinburgh, 1978.
□ Ryrie, A.C.; Furst, A.; Lauder, M. *Choices and chances.* Hodder and Stoughton Ltd., London, 1979.
□ Ryrie, A.C.; Weir, A.D. *Getting a trade: a study of apprentices' experience of apprenticeship.* Hodder and Stoughton, London, 1978.
□ Spencer, Ernest. *Folio assessment or external examination?* Gibson, Glasgow, 1979.
□ Vernon, P.E. *Intelligence testing, 1928-78: what next?* Scottish Council for Research in Education, Edinburgh, 1979.
□ Weir, A.D.; Nolan, F.J. *Glad to be out?* Scottish Council for Research in Education, Edinburgh, 1977.
□ *Research in the service of education.* Scottish Council for Research in Education. Edinburgh, 1979.
□ *SCRE profile assessment system manual.* Scottish Council for Research in Education, 1977.
16. Selective list of projects; awareness of opportunity; employment and training of school leavers; the social construction of teachers' careers. See also point 10.

1. Society for Research into Higher Education (SRHE)
3. Society for Research into Higher Education (SRHE), University of Surrey, Guildford, Surrey GU2 5XH.
4. Guildford 39003
7. Dr. Richard Hoggart, President; Dr. Donald Bligh, Chairman
8. The Society is self-supporting, both financially and administratively.
9. (a) 6 (b) 2
10. SRHE was set up in 1964 to encourage and co-ordinate research into all forms of higher education, principally those in the United Kingdom. It does this in a number of ways, but principally by publicizing research findings, by providing ways in which those findings can be discussed and by providing a means by which researchers can get in touch with one another.
11. Members of SRHE as well as others involved in problems of higher education.
12. The main objective is the improvement of higher education in general. Specific aspects of the work in recent years have covered course design and the dissemination of information on higher education.
13. Enquiries from overseas can be answered.
14. *Research into higher education abstracts* — quarterly; *Studies in higher education* — twice a year; *International newsletter* — termly; *Bulletin* — about every six weeks; *Evaluation newsletter* — twice a year; *Annual conference papers.*
15. Selective list of SRHE's publications (1976-1979):
□ Abercrombie, M.L.J. *Aims and techniques of group teaching.* 4th edition. 1979.
□ Abercrombie, M.L.J.; Terry, P.M. *Talking to learn: improving teaching and learning in small groups.* 1978.
□ Beard, Ruth M.; Bligh, Donald A. Research into teaching methods in higher education. 4th edition. 1978.
□ Billing, David (ed.) *Course design and student learning — papers presented at the Society's thirteenth annual conference, 1977.* 1978.
□ Bramley, Wyn. *Personal tutoring.* 1977.
□ Collier, Gerald (ed.). *Evaluating the new B.Ed. — papers presented at seminars organized by the Colleges of Education Working Party of the Society for Research into Higher Education, October 1976 and October 1977.* 1978.
□ Elton, Lewis; Simmonds, Kerren. *Staff development in higher education — papers presented at the Society's twelfth annual conference 1976.* 1977.
□ Greenaway, Harriet; Harding, Alan G. *The growth of policies for staff development.* 1978.
□ Heywood, John; Pollock, Hubert Montague. *Science for arts students: a case study in curriculum development.* 1977.
□ Hills, P.J. (ed.). *Study courses and counselling: problems and possibilities.* 1979.
□ Lynch, James. *The reform of teacher education in the United Kingdom.* 1979.
□ McIntosh, Naomi E.; Calder, Judith A.; Swift, Betty. *A degree of difference: a study of the first year's intake of students to the Open University of the United Kingdom.* 1976.
□ Page, Colin Flood; Kitching, John. *Technical aids to teaching in higher education.* 2nd edition, 1976.
□ Perrott, Elizabeth. *Microteaching in higher education: research, development and practice.* 1977.
□ Ross, Alec; McNamara, David; Whittaker, Jean. *An experiment in teacher education.* 1977.
□ Rudduck, Jean. *Learning through small group*

discussion: a study of seminar work in higher education. 1978.
□ Welsh, Jennifer M. *The first year of postgraduate research study.* 1979.
□ Westoby, Adam; Webster, David; Williams, Gareth. *Social scientists at work.* 1976.
□ Whitburn, Julia; Mealing, Maurice; Cox, Caroline. *People in polytechnics: a survey of polytechnic staff and students.* 1976.
□ *Interdisciplinarity — papers presented at the SRHE European Symposium 1975.* 1977
□ *Register of research into higher education in western Europe 1974.* 1977.
□ *Students in need — essays in memory of Nicolas Malleson.* 1978.
16. See point 10.

1. Teaching Services Centre, University of Exeter
3. Teaching Services Centre, University of Exeter, Streatham Court, Rennes Drive, Exeter EX4 4PU, Devon.
4. 0392 (Exeter) 77911, ext. 774.
7. Dr. Donald Bligh.
8. University of Exeter.
9. (a) 16 (b) 1 + 7½ research staff.
10. Computerized information retrieval on higher education — TEARS; a telephone information service on innovations in higher education — CONTACT; a computerized retrieval system giving film information — TEARS on film; study methods; evaluation of courses and teaching in the University of Exeter; assessment of students; teaching methods in higher education; student drop-out.
11. University academic staff.
12. Consultation services; preparation of bibliographies; selective dissemination of information; feedback on courses and teaching.
13. The Centre is not funded to answer foreign enquiries but is prepared to do so.
14. No periodical publications.
15. Selective list:
□ Bligh, Donald. *Study methods project — an interim report.* 1979.
□ Bligh, Donald. *Studying music at Exeter.* 1977.
□ Chandler, Eileen. *Student counselling — when & why.* 1977.
□ Howe, Michael J.A.; Godfrey, Jean. *Student note-taking: an aid to learning.* 1977.
16. Selective list: an investigation into computerized information systems in the United Kingdom; CONTACT project; TEARS on film project. See also point 10.

UNITED STATES OF AMERICA/ÉTATS-UNIS D'AMÉRIQUE/ESTADOS UNIDOS DE AMÉRICA/СОЕДИНЕННЫЕ ШТАТЫ АМЕРИКИ

1. American Society for Engineering Education (ASEE)
3. American Society for Engineering Education (ASEE), One Dupont Circle, Suite 400, Washington, D.C. 20036.
4. 202/293 7080.
7. Dr. Donald E. Marlowe.
9. (a) 17 (b) 5
10. Engineering, engineering technology and related subjects.
11. Engineering and engineering technology teachers; engineering and engineering technology administrators; engineering and engineering technology researchers.
12. Advancement of education in all of its functions which pertain to engineering, engineering technology and allied branches of science and technology, including processes of teaching and learning, counselling, research, continuing professional development and public relations.
13. Yes.
14. □ *Engineering education*—8 issues per year, including special issues on 'engineering college research' and 'graduate study' and 'annuals of engineering education'.
□ *Engineering education news*—12 issues per year.
□ *Chemical engineering education*—quarterly.
□ *Civil engineering education*—fall and spring.
□ *Co-Ed (computers in education) transaction*—monthly.
□ *Journal of laboratory studies*—fall and spring.
□ *ERM (educational research and methods)*—fall and spring.
□ *Engineering design graphics*—fall, winter and spring.
□ *The engineering economist*—quarterly.
□ *Mechanical engineering news*—quarterly.
□ *Technos* (International)—quarterly.
15. Selective list of publications:
□ *Audiovisual materials for the engineering technologies.*
□ *Compendium of contributions—Committee on Laboratory Oriented Studies Workshop.*
□ *Continuing professional development directors handbook.*

☐ *Educational telecommunications delivery systems.*
☐ *Engineering case studies library.*
☐ *Individualized learning course evaluation guidelines.*
☐ *Minorities in engineering: a five-year progress report.*
☐ *Proceedings, annual College-Industry Education Conference.*
☐ *Proceedings, annual Frontiers in Education Conference.*
☐ *Proceedings, ASEE annual conference.*
☐ *Proceedings, World Conference on Continuing Education.*
☐ *The return on investment in continuing education of engineers.*
☐ *Survey of continuing education activities.*

16. Current projects place emphasis on faculty development and on minority group students. Matters pertaining to teaching, research, curricula, course content, etc. are the object of continuing activities of members, committees, and other groups within the Society's individual and/or institutional memberships. Specially funded projects: black engineering colleges development; NASA-ASEE faculty fellowship programs; Navy-ASEE summer faculty research program; first Inter-American Engineering Education Society's Workshop; first World Conference on Continuing Engineering Education; non-traditional careers for women.

1. Association for Institutional Research (AIR)
3. Association for Institutional Research (AIR), Florida State University, 314 Stone Building, Tallahassee, Florida 32306.
4. 904/644 4470.
7. Mrs. Jean C. Chulak, Executive Secretary.
9. (a) 2 (b) 2
10. Institutional research.
11. Administrators, planners, researchers.
12. To study the performance of a single institution in relationship to the institutional purposes and goals.
14. *Research in higher education*—eight issues per year; *New directions for institutional research*—a quarterly sourcebook. (A joint publication of AIR and Jossey-Bass, Inc.)
15. Selective list of publications:

Selected papers from Annual AIR Forums:
☐ *Conflicting pressures in postsecondary education.* 1976.
☐ *Research and planning for higher education.* 1977.

Annual AIR Forum proceedings:
☐ *Balancing needs and resources.* 1978.

Other publications:
☐ *A declaration on institutional research.*
☐ *Memorandum to a newcomer to the field of institutional research.*

16. See points 10 and 12.

1. Association for the Study of Higher Education (ASHE)
3. Association for the Study of Higher Education (ASHE), George Washington University, One Dupont Circle, N.W., Suite 630, Washington, D.C. 20036.
4. 202/296 2597.
7. Prof. Jonathan D. Fife.
8. ASHE is an autonomous organization.
10. The Association for the Study of Higher Education (ASHE) is a society of scholars, researchers, professionals, and graduate students in the field of higher education. To encourage communication among its members and to provide a forum for the discussion of issues that affect the study and practice of higher education and related fields, ASHE organizes:
(a) The annual conference which provides the opportunity for formal presentation of research findings and new ideas concerning higher education;
(b) the ASHE journal, *Reviews of higher education* containing scholarly articles, a newsletter, review essays, and other items of interest to members;
(c) ASHE and the ERIC Clearinghouse on Higher Education publish a *Directory of higher education programs and faculty* which is distributed to members;
(d) ASHE distributes an annual membership list.

ASHE supports quality scholarship in higher education with special focus on the needs of professionals starting their careers and advanced graduate students in the field:
(e) Through 'Dissertation of the year' which began in 1973 (to encourage young researchers in higher education), ASHE offers awards to students in any discipline who complete outstanding dissertations that contribute to the field of higher education;
(f) an ad hoc Committee on Graduate Student Activities is seeking ways to serve the major interests of student members—career development, new trends in research, 'cracking the journal market', and social concerns in research.

The Association provides a forum for discussion of priority issues in the study of higher education as an evolving scholarly domain, especially to work on strategies for conceptualizing a broader knowledge base for the study of higher education.
Recent discussion topics at ASHE Annual Conferences: longitudinal studies of college students; sociology of knowledge; the deanship in higher

education; psychological, sociological and organizational dimensions of academic organizations; faculty development and teaching effectiveness; politics of higher education; black students in white institutions; faculty attitude formation; intellectual and ethical development in the college years.

11. All persons and institutions concerned with higher education.

12. To create a greater understanding of the dynamics and interactions within institutions of higher education and between these institutions and society.

14. *Review of higher education*—published three times a year.

16. See point 10.

1. The Carnegie Foundation for the Advancement of Teaching (The Carnegie Foundation for the Advancement of Teaching is the successor to the programme activities of the Carnegie Commission and Carnegie Council on Policy Studies in Higher Education which existed until 31 December 1979.)

3. The Carnegie Foundation for the Advancement of Teaching, Suite 406, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036.

4. 202/387 7200.

7. Dr. Ernest L. Boyer.

9. (a) 20 (b) 14

10. Comprehensive studies of higher education in the United States.

11. Presidents of universities, college administrators, faculties, national and State government policy-makers.

12. Studies which would provide assistance and direction to those making policies affecting higher education in institutions, state and federal governments, and elsewhere.

15. This is a selective list of publications of the Carnegie Council on Policy Studies in Higher Education (1977-1979):

I. Council reports:

☐ *Faculty bargaining in public higher education: a report and two essays.* May 1977.

☐ *Fair practices in higher education: rights and responsibilities of students and their colleges in a period of intensified competition from enrollments.* April 1979.

☐ *Missions of the college curriculum: a contemporary review with suggestions.* December 1977.

☐ *Next steps for the 1980s in student financial aid: a fourth alternative.* March 1979.

☐ *Selective admission in higher education: comment and recommendations and two reports.* October 1977.

☐ *The states and private higher education: problems and policies in a new era.* December 1977.

II. Sponsored research reports:

☐ Bowen, Howard R. *Investment in learning: the individual and social value of American higher education.* November 1977.

☐ Levine, Arthur. *Handbook on undergraduate curriculum.* May 1978.

☐ Moltke, Konrad von; Schneevoigt, Norbert. *Educational leaves for employees: European experience for American consideration.* May 1977.

☐ Rudolf, Frederick. *Curriculum: a history of the American undergraduate course of study since 1636.* December 1977.

III. Technical reports:

☐ Dohnanyi, Klaus von. *Education and youth employment in the Federal Republic of Germany.* March 1979.

☐ Fernandez, Luis. *U.S. Faculty after the boom: demographic projections to 2000.* October 1978.

☐ Grasso, John T.; Shea, John R. *Vocational education and training: impact on youth.* June 1979.

☐ Janne, Henri. *Education and youth employment in Belgium.* May 1979.

☐ Kato, Hidetoshi. *Education and youth employment in Japan.* February 1979.

☐ Kerr, Clark. *Observations on the relations between education and work in the People's Republic of China: report of a study group, 1978.* February 1979.

☐ Liberska, Barbara. *Education and youth employment in Poland.* June 1979.

☐ Maclure, Stuart. *Education and youth employment in Great Britain.* May 1979.

☐ Medina, Alberto Hernandez; Izquierdo, Carlos Muñoz; Manzoor, Ahmed. *Education and youth employment in less developed countries: Mexico and South Asia.* February 1979.

☐ Rehn, Gösta; Petersen, K. Helveg. *Education and youth employment in Denmark.*

☐ Trow, Martin. *Aspects of american higher education 1969-1975.* January 1977.

☐ *A classification of institutions of higher education: revised edition.* Carnegie Council on Policy Studies in Higher Education, February 1978.

☐ *Federal reorganization: education and scholarship.* Carnegie Council on Policy Studies in Higher Education, April 1977.

☐ *Next steps for the 1980s in student financial aid: a fourth alternative.* Carnegie Council on Policy Studies in Higher Education, March 1979.

☐ *Preserving the lost generation: policies to assure a steady flow of young scholars until the year 2000.* October 1978.

The Council's final report (and supplemental publications), now in preparation, will concentrate on the future of higher education in the United States until the year 2000: enrollments, variations by institutional type, etc. A report on policies for youth, both within and outside higher education institutions, is being completed.

16. During the next three years, the Foundation

will focus on pre-college education, work and education, professional education and the relationship of the university to government.

1. Center for Faculty Evaluation and Development in Higher Education, Kansas State University
3. Center for Faculty Evaluation and Development in Higher Education, Kansas State University, 1623 Anderson Avenue, Box 3000, Manhattan, Kansas 66502.
4. 913/532 5970.
7. Dr. William E. Cashin.
8. Kansas State University.
9. (a) 4 (b) 3
10. Student ratings of teaching; faculty evaluation in general; instructional improvement and faculty development.
11. Teaching faculty, administrators, students (to select instructors and courses).
12. To help college-level instructors improve their teaching, to help administrators make personnel decisions, to help students select instructors and courses.
13. Yes.
14. *Exchange* (the Center's newsletter).
15. Selective list of publications:
☐ *The practical guides for IDEA users*—a series written in the context of the IDEA system but making suggestions about how to improve instruction based upon the general literature on college teaching.
☐ *The practioner's views*—the series is offered as a means of sharing the insights, observations, and recommendations of experienced college teachers with their colleagues.
☐ *The technical reports*—this series provides statistical and quantative information about the IDEA system in addition to what is available in the Center's publications for the general user.

Other publications:
☐ Biles. *Strategies for implementing instructional improvement programs.*
☐ Brock; Cashin. *Teaching effectiveness bibliography.*
☐ Cashin. *Sources of information upon which to base evaluation of college teaching.*
☐ Hoyt; Spangler. *Administrative effectiveness of the academic department head: I. The measurement of effectiveness.*
☐ Hoyt; Spangler. *Administrative effectiveness of the academic department head: II. Correlates of effectiveness.*
☐ Hoyt; Howard. *The evaluation of faculty development programs.*
☐ Kramer. *Some suggestions for the management of human resources: procedures at Camelot State College.*
16. The Instructional Development and Effectiveness Assessment (IDEA). See also point 10.

1. Center for International Higher Education Documentation (CIHED), Northeastern University
3. Center for International Higher Education Documentation (CIHED), Northeastern University, Room DC 202, 360 Huntington Avenue, Boston, Massachussets 02115.
4. 617/437 2770-2771
7. Joy W. Viola.
8. Northeastern University.
9. (a) 10 (b) 3
10. The research interests focus around all topics inclused in the *International encyclopedia of higher education* (Asa S. Knowles, Editor-in-chief, published by Jossey-Bass, 1977).
11. Researchers, teachers, students, planners of higher education.
12. As a documentation center, CIHED monitors global developments in postsecondary education; disseminates information through bibliographic services, reports, seminars, conferences, and responds to individual foreign enquiries.
13. Yes.
14. *CIHED newsletter*—quarterly.
15. Selective list (1979):
☐ Turner, Solveig M. *Evaluation of foreign credentials and recognition of degree equivalences.* Proceedings of May 2, 1979 Conference, 1979.
☐ Viola, Joy W.; Agrawal, Munish. *A directory of graduate degree programs in business administration and related fields in postsecondary institutions outside the United States.* 1979.
☐ Viola, Joy W.; Agrawal, Munish. *Images and perspectives: the foreign student view of the American multinational corporation.* Working Paper no. 1 in series. 1979.
16. The role of the multinational co-operation in the education of foreign nationals (in progress: Saudi Arabian case study), the status of academic women—a global assessment; evaluation of foreign credentials; international survey of work-experience education programmes; and contributions to Unesco's World Wide Inventory of Non-Traditional Higher Education Institutions. See also points 10 and 12.

1. Center for Research on Learning and Teaching
3. Center for Research on Learning and Teaching, 109 E. Madison, Ann Arbor, Michigan 48104.
4. 313/764 0505.
7. Dr. Wilbert McKeachie.
8. University of Michigan.
9. (a) 30 (b) 12
10. Personalized instruction; computer assisted instruction (CAI); programme evaluation; course evaluation; dissemination of innovations.
11. Teachers.
12. Consultation services; preparation of biblio-

graphies; selective dissemination of information.
16. See point 10.

1. Center for the Study of Higher Education (CSHE), University of Michigan
3. Center for the Study of Higher Education, 2007 School of Education, University of Michigan, Ann Arbor, Michigan 48109.
4. 313-764-9472.
7. Professor Marvin W. Peterson.
8. School of Education, University of Michigan.
9. (a) 24 (b) 13
10. Organizational and administrative behaviour; governance; planning and institutional resource; curriculum design and evaluation; student and faculty behaviour; public policy on higher education.
11. Administrators of institutions and agencies, scholars and faculty, graduate students.
12. Doctoral research; evaluation and action research in institutions and agencies; scholarly research and publications.
13. Yes.
14. *CSHE publication series.*
15. Selective list of publications:
☐ Blackburn, Robert T.; et al. *Changing practices in undergraduate education.* Berkeley: Carnegie Council on Policy Studies in Higher Education, 1976.
☐ Blackburn, Robert T.; et al. *Colleges, clients, and controversy.* Ann Arbor: Institute for Social Research, The University of Michigan.
☐ Blackburn, Robert T. *Evaluation report: University of Wisconsin-Oshkosh.* Washington: Fund for the Improvement of Postsecondary Education, HEW, 1977.
☐ Blackburn, Robert T. *Research on governing boards and some problem solving tactics and strategies involving a professor as a trustee.* Ann Arbor: Center for the Study of Higher Education, The University of Michigan, 1977.
☐ Blackburn, Robert T. *A restricted academic market place and the future production of knowledge.* Anals of the American Academy of Political and Social Science. 1980.
☐ Blackburn, Robert T. (ed.) *Studies on academics and modes of inquiry.* Ann Arbor: Center for the Study of Higher Education, No. 11, 1978.
☐ Cosand, Joseph P. *The implications of federal education policy.* ERIC Higher Education Research Report, No. 1, 1976 (with Clifton Conrad)
☐ Cosand, Joseph P. *Productivity and the future of the community college.* ERIC Higher Education Research Reports, November, 1977.
☐ Didham, James R.; et al. *Limited growth in higher education: indicators, impacts, and implications.* 1976.
☐ Gamson, Zelda F.; et al. *Black students on white campuses: the impacts of increased black enrollments.* Institute for Social Research, University of Michigan, Ann Arbor, 1978.
☐ Gamson, Zelda F. *The diffusion and implementation of competence-based education,* and *College IV, Grand Valley State College* In: *On competence: an analysis of a reform movement in higher education.* Gerald Grant (ed.). Educational Policy Research Center, Syracuse Research Corporation, 1978.
☐ Gamson, Zelda F. *Understanding the difficulties of implementing a competence-based curriculum,* and *Assuring survival by transforming a troubled program.* In: *On competence: a critical analysis of competence-based reforms in higher education.* Gerald Grant (ed.). San Francisco: Jossey-Bass, 1979.
☐ Harris, Norman C.; Grede, John. *Career education in colleges.* San Francisco: Jossey-Bass, 1977.
☐ Lindquist, Jack. *Strategies for change: academic innovation as adaptive development.* Cardiff-By-The-Sea, Calif.: Pacific Soundings Press, 1977.
☐ Peterson, Marvin W. *The academic department: perspectives from theory and research.* In: *Managing academic departments.* John Smart (ed.). San Francisco: Jossey-Bass, 1976.
☐ Peterson, Marvin W., (ed.) *Benefitting from interinstitutional research.* San Francisco: Jossey-Bass, 1976.
☐ Peterson, Marvin W. *Colleges, clients, and controversy.* Institute for Social Research, The University of Michigan, 1978.
☐ Peterson, Marvin W.; Jedamus, Paul, eds. *Handbook on institutional research and planning.* San Francisco: Jossey-Bass, Inc., 1980.
☐ Peterson, Marvin W.; et al. *Planning design and practice in universities.* 1980.
☐ Peterson, Marvin W. *Research on higher education's academic managers.* Higher Education Management Institute, 1976.
☐ Schlaver, David E. *The uncommon school: the adult learner in the university.* 1977.
☐ Zinn, Karl. *Computer contributions to learning and teaching.* In: *Encyclopedia of computer science.* A. Ralston (ed.). New York: Mason-Charter, 1976.
16. See point 10.

1. Center for Studies in Higher Education, University of Oklahoma
3. Center for Studies in Higher Education, University of Oklahoma, 630 Parrington Oval 558, Norman, Oklahoma 73019.
4. 405/325 2633.
7. Dr. Herbert R. Hengst.
9. (a) 11 (b) 10
10. Administration of higher education; student

personnel administration; historical and philosophical foundations of higher education.
11. Administrators and students of higher education.
12. Partial fulfilment of degree requirements, consultation services, personal professorial interests (contribution to knowledge).
16. See point 10.

1. Center for the Study of Higher Education, Pennsylvania State University
3. Center for the Study of Higher Education, Pennsylvania State University, 325 Pond Laboratory, University Park, Pennsylvania 16802.
4. 814/865 6346.
7. Dr. Kenneth P. Mortimer.
8. Office of the Provost.
9. (a) 16 (b) 5
10. Management and finance of colleges and universities; regionalism in statewide postsecondary education; financial implications of collective bargaining; manpower studies; career patterns of women administrators; graduate study in the sciences; curriculum design; relations between organization and society; organized research units.
11. The professionals at the Center are faculty members in the College of Education and have graduate assistants who are earning their doctorates and are planning to become administrators, planners, researchers, etc.
12. Degree requirements, partial fulfilment of serving educational administration, consultation services.
13. Yes.
14. *Annual Conference on Postsecondary Occupational Education; State legislation relating to community and junior colleges.*
15. Selective list of publications:
☐ *An assessment of community college staff development needs in the Northeastern United States.*
☐ *Client reaction study: lifelong learning center.*
☐ *The continuing saga of institutes and centers.*
☐ *The eighth Annual Conference on Postsecondary Education: accommodating change in postsecondary occupational education.*
☐ *Faculty bargaining and the politics of retrenchment in the Pennsylvania state colleges 1971-1976.*
☐ *The financial implications of collective bargaining in higher education.*
☐ *Governance in institutions with faculty unions: six case studies.*
☐ *Interdisciplinary programs and administrative structures: problems and prospects for the 1980s.*
☐ *International understanding: a framework for community college and university cooperation in institutional development.*
☐ *The ninth Annual Pennsylvania Conference on Postsecondary Occupational Education: programming postsecondary occupational education.*
☐ *Reflections on university values and the American scholar.*
☐ *Regionalism in American postsecondary education: concepts and practices.*
☐ *Regionalism and statewide coordination of postsecondary education.*
☐ *The seventh Annual Pennsylvania Conference on Postsecondary Occupational Education.*
☐ *State legislation affecting community and junior colleges, 1977.*
☐ *State legislation affecting community and junior colleges, 1978.*
☐ *State legislation relating to community and junior colleges, 1976.*
☐ *State postsecondary education planning (1202) commissions. A first look.*
☐ *A study of client reactions: lifelong learning center.*
16. Projects in progress:
(a) college and university trustee selection (a national study aimed at improving the selection process of trustees for public and private institutions);
(b) developing and implementing models and institutional capabilities for continuing professional education;
(c) legal decisions and their effect on traditional academic principles;
(d) faculty career change: the nature of the decision and its setting (current career climate in the academic world and the impact of stabilization and the prospect of failing enrollments on professional decision-making);
(e) the organization of graduate study: Pennsylvania;
(f) the role of university-affiliated research centers in the development and retention of doctoral scientists;
(g) a search for models of university and other postsecondary institution linkages in Latin American countries;
(h) college participation rates for Pennsylvania residents;
(i) college choice sets;
(j) the impact of cost simulation models on the budget;
(k) leaders in transition (career paths and current job responsibilities of men and women in top line academic administration).

1. Department of Higher and Adult Education, Arizona State University
3. Department of Higher and Adult Education, Arizona State University, Tempe, Arizona 85281.
4. 602/965 6248.
7. Dr. Richard C. Richardson, Jr.
8. Arizona State University.

9. (a) 7 (b) 7
10. Postsecondary institutions; international adult education; institutional research and teaching; adult basic education; instructional development; administration and finance of higher education.
11. Teachers, administrators, students, institutions of higher education, researchers, state and national agencies.
12. Fulfilment of degree requirements; consultation services; serving educational administration.
13. Yes, if able to translate.
16. Literacy development in the community college. See also point 10.

1. Department of Higher Education, State University of New York at Buffalo
3. Department of Higher Education, State University of New York at Buffalo, Buffalo, N.Y. 14260.
4. 716/636 2481.
7. Prof. R. Berdahl.
8. State University of New York.
9. (a) 6 (b) 6
10. Governance of higher education; university teaching; comparative higher education; legal aspects; unions and higher education.
11. Researchers, administrators, students.
12. Fulfilment of degree requirements, bibliographies, service to professions.
13. Enquiries in French, Spanish, German will be answered.
14. *Comparative education review*—published three times a year, in February, June and October.
15. The Department publishes an *Occasional papers series;* among the publications are:
☐ Altbach, P. *The crisis of the academic profession* (with bibliography).
☐ Duryea, E. *Toward a history of American higher education.*
☐ Levine, A. *A case study of reforms in higher education.*
☐ Olevnik, P. *Resources and bibliographies on higher education.*
16. See point 10.

1. Educational Facilities Laboratories (EFL)
3. Educational Facilities Laboratories (EFL), 680 Fifth Avenue, New York, N.Y. 10019.
4. 212/397 0040.
7. Alan C. Green, Senior Vice-President AED, Director EFL Division.
8. Academy for Educational Development (AED).
9. (a) 11 (provided by EFL); 68 (provided by AED);
(b) 7 (provided by EFL); 41 (provided by AED).
10. EFL was established in 1958 by The Ford Foundation to 'help schools and colleges with their physical problems by the encouragement of research and experimentation and the dissemination of knowledge regarding educational facilities'. In this context EFL carries out research, disseminates information and provides services concerning (selective list):
(a) planning and use of the physical place of higher education institutions;
(b) staff, finance, programme, management, governance, and public involvement in decision-making;
(c) energy conservation in educational buildings and facilities;
(d) enrolment trends and school space;
(e) facilities for arts;
(f) 'The changing campus' (analysis of the major forces that affect clientele, programmes and operating costs of higher education);
(g) accessibility of public institutions for the handicapped;
(h) effectiveness of communications technology in higher education;
(i) the development of performance-based building systems for education;
(j) environmental education;
(k) career and vocational education.
11. All people involved in planning, financing and management of higher education as well as other public institutions.
12. See point 10.
14. *EFL reports*—newsletter.
15. Selective list of publications (1976-1979):
☐ *Communications technologies in higher education.* Twenty-one profiles distributed during 1975-76 in 'Planning for higher education' update most of what has happened in this field during the past decade. Communications Press, Inc., Washington.
☐ *The economy of energy conservation in educational facilities.* Recommendations for reducing energy consumption in existing buildings, remodelled projects and future buildings.
☐ *The graying of the campus.* Guidance on programme planning and environmental management for making postsecondary education universally available to older Americans. 1978.
☐ *Housing for new types of students.* 1977.
☐ *The neglected majority: facilities for communicating students.* 1977.
☐ *Space costing: who should pay for use of college space?* 1976.
16. Assisting colleges and universities and other institutions to respond to the needs of new constituencies, e.g., elderly, handicapped, underemployed, unemployed and women. See also point 10.

1. ERIC Clearinghouse on Higher Education
3. ERIC Clearinghouse on Higher Education, Suite 630, One Dupont Circle, Washington, D.C. 20036.
4. 202/296 2597.
7. Prof. Jonathan D. Fife.
8. George Washington University.
9. (a) 10 (b) 8
10. Four-year colleges and universities, graduate and professional education, comparative education; curriculum, administration, faculty matters, legal matters.
11. Administrators, planners, researchers, teachers, graduate students of higher education, policy makers at all levels.
12. Dissemination of research about higher education, to be used in academic course work, institutional or governmental planning, preparation of courses, academic administration (problem-solving, innovation etc.), or research. Bibliographies are prepared, research data collected (in the form of documents and journal literature), literature reviews (short and lengthy) written on topics of current concern in higher education.
13. Yes.
14. *Research currents*—as part of the bulletin of the American Association for Education (AAE). *Administrator's update*—published jointly with the American Association of University Administrators (AAUA).
15. Selective list of publications: 1977 series:
☐ Bender. *Federal regulation and higher education.*
☐ Hendrickson; Magnum. *Governing board and administrator liability.*
☐ Leslie. *Higher education opportunity: a decade of progress.*
☐ Lawrence and Service. *Quantitative approaches to higher education management.*
☐ Norris; Lasher; Brandt. *Manpower studies in higher education.*
☐ Olson. *Concepts of career and general education.*
☐ Shulman. *University admissions in the 1970's.*
☐ Trivett. *Graduate education in the 1970's.*
☐ Weathersby; Jacobs. *Institutional goals and student costs.*

1978 series:
☐ Claxton; Ralston. *Learning styles: their impact on teaching and administration.*
☐ Cole. *To improve instruction.*
☐ Hoeber. *Basic skills programs: are they working?*
☐ Lee. *Collective bargaining in four-year colleges.*
☐ Mayville. *Interdisciplinarity: the mutable paradigm.*
☐ Mix. *Tenure and termination in financial exigency.*
☐ Scott. *Lords, squires, and yeomen: collegiate middle managers and their organizations.*
☐ Shulman. *Compliance with federal regulations: at what cost?*
☐ Wood; Davis. *Designing and evaluating higher education curricula.*
☐ *Small liberal arts colleges: diversity at the crossroads?*

1979 series:
☐ Caruthers; Orwig. *Budgeting in higher education.*
☐ Gappa; Uehling. *Women in academe: steps to greater equality.*
☐ Mortimer; Tierney. *The Three 'R's' of the eighties: reduction, reallocation and retrenchment.*
☐ Shulman. *Old expectations, new realities: the academic profession revisited.*
16. Publication of the research reports on: baccalaureate degree programmes for adults; assessing institutional priorities; academic advising; minority participation in higher education; the impact of federal action on curriculum; evaluation and development of college and university administrators; adult development; occupational programmes in four-year colleges.

1. Far West Laboratory for Educational Research and Development
3. Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103.
4. 415/565 3000.
7. Dr. John Hemphill.
8. Receives funding (mostly) from the National Institute of Education and the Office of Education.
9. (a) 189 (b) 141
10. The Laboratory's long standing concern is to improve educational opportunities for children, youth and adults in Northern California, Nevada, and Utah. The over-all goal of Far West Laboratory's total R&D effort is to contribute to the improvement of the quality of learning experiences that support the values and functions of society. Key words and phrases in this statement include 'improvement', 'learning experiences', 'values', 'functions', and 'humanistic society'. Laboratory research is limited to two areas: (a) analysis of the current and potential capacity of schools of education as participants in dissemination and school improvement efforts; and (b) design of dissemination network for continuing education programmes.
11. In the higher education areas, key users include: federal and state level policy-makers; programme directors; project staff; also researchers and assessors specializing in areas listed in point 10.
12. Producing new knowledge through research, particularly knowledge about problems/issues

that educators and others in the Laboratory's region consider to be of critical importance; conducting programmatic development designed to resolve these problems; providing technical assistance to aid in planning and implementing needed change (reforms) in educational institutions; maintaining an impartial environment where issues may be confronted and assessed.
13. Yes.
14. *Cetac briefs*—bimonthly bulletin prepared for the Continuing Education Technical Assistance Centre (CETAC) project.
15. Selective list of publications:
☐ Hood, P.D., et al. *The educational information market study.* Volumes I and II. Santa Monica, CA: System Development Corporation, October 1976.
☐ Hood, P.D.; Blackwell, L.R. *Indicators of educational knowledge production, dissemination, and utilization: exploratory data analyses.* San Francisco, CA: Far West Laboratory for Educational Research and Development, February 1979.
☐ Hood, P.D. *Statewide educational dissemination capacity: a review of recent literature and current information.* San Francisco, CA: Far West Laboratory for Educational Research and Development, August 1978.
☐ Lott, L.; Clark, D.L. *Educational knowledge dissemination and utilization: an assessment of current and potential capacity of schools of education with recommendations for federal support strategies.* San Francisco, CA: Far West Laboratory for Educational Research and Development, June 1978.
16. Study of California school improvement programme (including role of universities); design of a continuing education dissemination network. See also point 10.

1. Higher Education Management Institute
3. Higher Education Management Institute, 2699 South Bayshore Drive, Suite 1000A, Coconut Grove, Florida, 33133.
4. 305/854 2318.
7. Dr. Jack B. Levine.
9. (a) 20 (b) 11
10. The management performance and institutional performance of colleges and universities.
11. Administrators, planners, researchers.
12. Research is being carried out in order to assess the current managerial functioning of colleges and universities for developing a plan for management improvement, using the Management Development and Training Programme for Colleges and Universities drawn up by the Institute.
15. Selective list. Materials for the Management Development and Training Programme for Colleges and Universities:
☐ *Action planning forms.*
☐ *Managers handbook.*
☐ *Program bulletins.*
☐ *Program catalog.*
☐ *Program handbook.*
☐ *Program overview.*
☐ *Survey questionnaires and machine-readable response sheets.*
☐ *Survey reports.*
☐ *Task form handbook.*
16. See points 10 and 12.

1. Institute of Higher Education Research and Services, University of Alabama
3. Institute of Higher Education Research and Services, University of Alabama. P.O. Box 6293, University, Alabama 35486.
4. 205/348 7770.
7. Dr. Thomas Diener.
8. The University of Alabama.
9. (a) 20 (b) 15
10. Manpower studies; attitude surveys; public policy studies; continuing education studies; bibliographies.
11. Administrators, planners, government officials, researchers, teachers, students of education.
12. Consultation services, dissemination of information and analyses, administrator and faculty development, services to planners and government agencies.
13. Yes.
16. See point 10.

1. John H. Russel Center for the Study of Higher Education, University of Toledo
3. John H. Russel Center for the Study of Higher Education, College of Education, University of Toledo, Toledo, Ohio 43606.
4. 419/537 4112.
7. Dr. John Y. Reid.
8. The University of Toledo.
9. (a) 5 (b) 2
10. Adult education; evaluation; study programmes; administration of higher education.
11. Administrators, students, and teachers of higher education.
12. Partial fulfilment of degree requirements, preparation of courses, serving educational administration, consultation services, selective dissemination of information.
14. Center's newsletter.
15. Selective list of publications:
☐ *Higher education & the law.* 1977.
☐ *Private colleges: the federal tax system and its impact.* 1977.
☐ *Recurrent education—a resource guide.* 1979.
16. See point 10.

1. National Center for Education Statistics (NCES)
3. National Center for Education Statistics (NCES), 400 Maryland Avenue, S.W., Washington, D.C. 20202.
4. 202/245 8704.
7. Marie D. Eldridge.
8. Department of Education.
9. (a) 191 (b) 125
10. Student enrolment; degrees and number of graduates; facilities of higher education institutions; financing of education; staff in higher education institutions.
11. Congress, federal and state administration, scholars and educational institutions, media, business, as well as individual citizens.
12. The purpose of the NCES is to collect and disseminate statistics and other data related to education in the United States and in other countries. The Center collects, collates and, from time to time, reports full and complete statistics on the condition of education in the United States; publishes reports on specialized analyses of the meaning and significance of such statistics as well as reviews and reports on education activities in other countries. The Center publishes reports and conducts studies that provide data to assist decision makers in forming educational policies.
14. NCES bulletins: *Early releases; general statistics; elementary and secondary education; postsecondary education; directories; National longitudinal study*—This series includes the following periodical publications: *Bulletins, Capsule summaries, Analysis, Tables, Methodology reports,* as well as data on computer tapes.
15. Selective list (1977-1979): *In Early releases:*
☐ *Earned degrees conferred, 1977-78.*
☐ *Financial statistics of colleges and universities, 1978.* (Preliminary tabulations).
☐ *Selected statistics on the salaries, tenure, and fringe benefits of full-time instructional faculty for the 1978-79 academic year.*

In *General statistics:*
☐ *Condition of education.* 1979 edition, NCES Program and Plans.
☐ *Condition of education.* 1979 edition, Statistical report.
☐ *Digest of education statistics.* 1979.
☐ *Education in the United States: statistical highlights through 1977-78.*
☐ *Projections of education statistics to 1986-87.*
☐ *Statistics of trends in education, 1967-68 to 1977-78.*

In *Postsecondary education:*
☐ *Degree awards to women: an update.*
☐ *Earned degrees conferred, 1976-77: summary data.*
☐ *Fall enrollment in higher education.* 1977.
☐ *Financial statistics of institutions of higher education: financial year 1977.*
☐ *Issues in postsecondary education: financial viability of institutions.*
☐ *Migration of college students.*
☐ *Noncredit activities in institutions of higher education for the year ending June 30, 1976.*
☐ *Traditionally black institutions of higher education: their identification and selected characteristics.*
☐ *Women in vocational education.*

In *Directories:*
☐ *Colleges and universities offering accredited programs by accreditation field, including selected characteristics, 1977-78.*
☐ *Directory of postsecondary schools with occupational programs.* 1978.
☐ *Education directory, colleges and universities, 1978-79.*
☐ *Free universities and learning referral centers.*
☐ *Institutions of higher education: index by state and congressional district.* 1979.
☐ *Programs and schools—a supplement to the directory of postsecondary schools with occupational programs.* 1978.
16. Financing of education. See also points 10, 12 and 14.

1. National Center for Research in Vocational Education, Ohio State University
3. National Center for Research in Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43220.
4. 614/486 3655.
5. CTVOCEDOSU/Columbus, Ohio.
7. Dr. Robert E. Taylor.
8. The Ohio State University.
9. (a) 364 (b) 163
10. Mostly research at secondary and elementary level as well as: non-traditional enrollments; special needs of populations; performance-based teacher education; needs assessments; curriculum development needs; conversion of military curriculum; evaluation; longitudinal studies of students; R&D clearinghouse; vocational guidance and counselling; cost/effective/benefit analysis; administration training programme; comprehensive planning; work experience and academic credit; women returning to the world of work; competency-based staff development; competency-based adult education; articulation with secondary schools; use of retired adults in instructional programmes.
11. Administrators, planners (programme), planners (facilities and equipment), developers (curriculum and systems), researchers, counsellors, teachers, students, parents, community leaders, government staff, and others.
12. Functions: generating knowledge through research, developing educational programmes and

products, evaluating individual programme needs and outcomes, installing educational programmes and products, operating information systems and services, and conducting leadership development and training programmes.
14. Abstracts of instructional and research materials in vocational and technical education.
15. Selective list of publications:
☐ *Articulation of secondary and post-secondary occupational education programs.*
☐ *Attitudes toward career education.*
☐ *Career education: information resources.*
☐ *Career education: in-service teacher education.*
☐ *Conceptual strategies for utilizing research and development products in education.*
☐ *Educational media in vocational and technical education: a report of a national seminar.*
☐ *Education and work: a congressional perspective.*
☐ *Eighth Annual National Vocational Education Personnel Development Seminar: in-service vocational education personnel development for the 1980's.*
☐ *Improving educational research and development.*
☐ *Industry/education cooperation for adult continuing education.*
☐ *Lifelong education into the nation's third century.*
☐ *Management information systems for vocational education: a national study.*
☐ *Manpower demand: information guidelines for educational, vocational education, and manpower planning, a report for the management information system for vocational education.*
☐ *The National Conference on Post-Secondary Vocational-Technical Education.*
☐ *Post-secondary cooperative education abstracts.*
☐ *Program, planning, budgeting systems for educators. Volume I: an instructional outline.*
☐ *Program, planning, budgeting systems for educators, Volume II: a case problem.*
☐ *Program, planning, budgeting systems for educators. Volume III: an annotated bibliography.*
☐ *Program, planning, budgeting systems for educators. Volume IV: a research bibliography.*
☐ *Strategies for education reform.* Evaluation report.
☐ *Views on community and junior college education.*
☐ *Vocational education planning: manpower, priorities, and dollars.*
☐ *Vocational education program needs in large cities.*
☐ *Women in the world of work: a bibliography of ERIC documents.*
☐ *Youth unemployment.*
☐ *Youth unemployment: implications for vocational education R&D.*
16. See points 10 and 12.

1. Northwest Regional Educational Laboratory
3. Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204.
4. 503/248 6800.
7. Lawrence D. Fish.
8. Private and non-profit making organizations.
9. (a) 181 (b) 107
10. Lifelong learning; assessment and measurement; experiential learning; computer assisted learning (CAL); competency-based education; adult education; educational equity; evaluation methodology.
11. Teachers, administrators and other education practitioners.
12. To assist education, government, community agencies, business and labour in bringing about improvements in educational programmes and processes.
14. *Annual report to members; Northwest report newsletters; Products and services catalogue.*
15. Selected list of studies and surveys:
☐ McClure, Larry. *Experiential learning.*
☐ McClure, Larry. *Roles of textbooks in lifelong learning.* [With Unesco Institute of Education.]
☐ Smith, Nick. *Research on educational evaluation methodology.*
☐ Thrasher, James. *Evaluation of adult education in the Pacific Northwest.*
16. See points 10 and 12.

1. Office of Post-Secondary Research
3. Office of Post-Secondary Research, New York State Education Department, Cultural Education Center (5B44), Albany, N.Y. 12230.
4. 518/474 5091.
7. Dr. Paul Wing.
8. New York State Education Department.
9. (a) 15 (b) 11
10. The Office of Post-Secondary Research, Information Systems and Institutional Aid has major responsibility for collecting, compiling, analysing, and disseminating information on colleges and universities in New York State. The Office also administers both State and Federal institutional aid programmes affecting colleges and universities in New York State. The major research activities in the Office are devoted to the development of enrolment projections and the analysis of student demand for higher education. Considerable attention is devoted to assessing the impact of the expected decline in the number of high school graduates on the institutions. This has led to projects to study such topics as student choice of institution, institutional drawing power, and student residence and migration.

Another major emphasis of the Office is financing strategies for higher education. The activities in this area range from a large-scale computer model to a series of efforts designed to identify effective ways of displaying basic financial data. The studies are concerned with such topics as the impact of changes in student aid programmes, economies of scale in higher education, and computation tools to facilitate fast response to questions about expenditures and revenues.

In addition to these two major research areas, the Office is involved in a variety of other areas including the analysis of physical facilities, student statistics, degrees awarded, etc. It also performs a variety of ad hoc studies in response to inquiries from other offices and agencies. Analytical support is also provided to the Office of the Professions which involves a variety of activities related to health manpower and education in health professions.

The Office is actively involved in the measurement of institutional status and performance. These activities cover a wide range of topics including financial status of colleges, indicators of quality, and the identification of characteristics relevant to institutional comparisons. The Office provides support for the academic review units in the Department, primarily by developing quantitative criteria that can be used to identify institutions with problems and weaknesses.

The Office played an important role in the development of the Inventory of Registered Degree and Certificate Programmes which covers approximately 15,000 programmes in the 248 degree-granting institutions in the state. This is an important tool for coordinating the master planning and academic programme review of activities of the Department. The Office prepares a quarterly newsletter, 'PS', which provides a variety of information on post-secondary education in New York to a large and varied audience. It also maintains a Reference Room for Department staff which contains an extensive collection of documents and periodicals related to higher education.

11. Primarily: state policy makers and planners. Secondarily: institutional planners, student consumers.

12. Through empirical research the Office is trying to have a better understanding of higher education. How institutions interact, the resources they require, factors influencing student participation, institutional similarities and differences, etc., to serve planning needs.

13. Inquiries are accepted.

14. The Office generally publishes its own material but see also point 15.

15. Selective list of publications (1976 to present):

☐ *College and university responses to declining enrollments.* 1979.

☐ *College participation rates in New York State.* 1978.

☐ *Demand for higher education in New York State.* 1976.

☐ *An experimental model for analyzing strategies for financing higher education in New York State.* 1977.

☐ *Future enrollments and student access.* 1979.

☐ *Institutional directory.* Annually.

☐ *New York State higher education enrollment projections, 1978-1994.* 1979.

☐ *Post-secondary education in New York State.* Quarterly.

☐ *Recent enrollment trends in degree granting institutions in New York State.* 1976.

☐ *Research and development activity in New York State.* 1979.

☐ *Revenues and expenditures in New York State colleges and universities.* 1978.

☐ *Standard current description of state and federal student financial assistance programs.* Annual.

☐ *State fiscal options in a period of declining enrollment.* 1979.

☐ *Student demand for post-secondary education: an annotated bibliography.* 1977.

16. Enrollment analysis (projections, simulations, institutional drawing power, student choices, etc.); financial analysis (state strategies, costs, productivity). See also point 10.

YUGOSLAVIA/YOUGOSLAVIE/ЮГОСЛАВИЯ

1. Center za Razvoj Univerze, Univerza Edvarda Kardelja v Ljubljani

2. University of Ljubljana Development Centre.

3. Center za Razvoj Univerze, Univerza Edvarda Kardelja v Ljubljani, Trg. osvoboditve 15, 61000 Ljubljana.

4. 061/20 164.

7. Prof. Niko Toš.

8. University of Ljubljana.

9. (a) 11 (b) 9

10. Sociological, educational and psychological problems of higher and secondary education in Slovenia.

11. Decision makers (autonomous decision-making bodies), researchers, professors, students, vocational counsellors in Slovenia.

12. Collection, analyses and dissemination of

relevant data and information on higher education; research on social, educational and psychological problems in higher and secondary education; library and documentation services; central admission office for first-year students to higher education institutions in the Republic of Slovenia.

15. Selective list of publications:

☐ Budihna, Darja, et al. *Studenti in diplomanti po obcinah SR Slovenije* [Regional structure of students and graduates in Slovenia]. Univerza v Ljubljani, Center za razvoj univerze, 1977.

☐ Jorovsek, Janez. *Ekspanzija slovenskega visekega solstva v luci krize ekspanzije visokega solstva v industrijsko razvitih drzavah* [Expansion of Slovene higher education in the light of the crisis of higher education expansion in industrialized countries]. Univerza v Ljubljani, Center za razvoj univerze, 1977.

☐ Lapajne, Zdenko (ed.). *Prirocnik studijskega svetovalca* [Student counsellor's handbook]. Univerza v Ljubljani, Center za razvoj univerze, 1979.

☐ Lapajne, Zdenko. *Prispevek k teoriji poklicnega usmerjanja* [Contribution to theory of professional orientation]. Univerza v Ljubljani, Center za razvoj univerze, 1978.

☐ Pavlin, Igor. *Poti do visokosolskih studijev in druzbena narava sposobnosti* [Social factors affecting access of students to higher education in Slovenia and social origin of abilites]. Univerza v Ljubljani, Center za razvoj univerze, 1977.

☐ Skupina avtorjev. *Izbira visokosolskega studija. Informacije o visokem solstvu v SR Sloveniji kot pripomocek pri izbiri studija* [Choice of study. Information about higher education in Slovenia to help in the choice of study]. Ljubljana: Zveza skupnosti za zaposlovanje SRS in Center za razvoj univerze, 1976.

☐ Skupina avtorjev. *Visokosolski poklici in studij* [Academic profession and higher education in Slovenia]. Ljubljana: Zveza skupnosti za zaposlovannje SRS in Center za razvoj univerze, v tisku.

☐ Zizmond, Andrej; et al. *Proucevanje studijske poti studentov v SRS* [Follow-up of students in Slovenia]. Univerza v Ljubljani, Center za razvoj univerze, 1977.

☐ Regular annual publications. *Statistical analyses of applications and enrolments in the first year of higher education institutions in Slovenia.*

16. Development of psychological techniques for student orientation; follow-up study of students in higher education in the Republic of Slovenia (first-year students in the years 1973/74, 1974/75, and 1976/77); higher education information system in the Republic of Slovenia; university graduates: their training and concepts of life (international project in co-operation with the Coordination Centre for Research and Documentation in Social Sciences, Vienna); part-time study in Slovenian higher education; regional structure of students and graduates in Slovenian higher education.

1. Institut za Razvoj Univerziteta, Univerzitet u Beogradu

2. Institute for University Development.

3. Institut za Razvoj Univerziteta, Univerzitet u Beogradu, Studentski trg 1, 11000 Belgrade

4. 011/639 342 and 011/637 626.

7. Prof. Dragoljub Kavran.

8. Department for Documentation and Department for Scientific Research.

9. (a) 48 (b) 4

10. Personnel manpower planning; development system of university personnel; impact of higher education on cultural and economic and political development.

11. Planners, researchers, different faculties and their staff, public services, etc.

12. Service for educational development, comparative research for higher education development, preparation and execution of various projects concerning the development of higher education, collaboration with institutions and researchers from other countries.

14. *University today*— [illegible]d 10 times a year.

16. Planning of manpower and higher education; links between secondary and higher education; information system of the university based upon ADP; study of the development of the University of Belgrade.

1. Pedagosju Institut pri Univerzi v Ljubljani

2. Institute for Educational Research and Development at the University in Ljubljana.

3. Pedagoski Institut pri Univerzi v Ljubljani, Gerbiceva 62, 61111 Ljubljana.

4. 061/265 071

8. University of Ljubljana.

9. (a) 26 (b) 17

10. For the last three years no research has been done in the field of post-secondary education. But a project is now being prepared in this field which is listed under point 16.

11. Administrators, researchers, teachers, education students and self-managing groups for education and research.

12. See point 10.

16. Pedagogical practice of students in education. See also point 10.

1. Sektor za Analizu Naucne i Obrazovne Delatnosti, Univerziteta u Beogradu

2. Department of Research on Scientific Activity and Education, University of Belgrade

3. Sektor za Analizu Naucne i Obrazovne Delatnosti, Univerziteta u Beogradu, Studentski trg. 1/I, 11000 Belgrade

4. 011/639 342; 636 802; 638 227.

7. Prof. Jugoslav D. Rajković.

8. University of Belgrade—Joint Expert Services.

9. (a) 7 (b) 7

10. Scientific activity at the university; problems of social and overall organization of education and of teaching at the university; co-operation between higher education, the world of work and services.

11. Self-management bodies at the University of Belgrade.

12. Preliminary and global research intended for faculties and research institutes within the university in order to perform more concrete university-level research or research within faculties (institutes).

14. *Bilten Univerziteta u Beogradu* [Bulletin of the University of Belgrade].

16. Access to higher education; problems of post-university studies; university instructors.

International organizations
Organisations internationales
Organizaciones internacionales
Международные организаций

130

1. Association of Commonwealth Universities (ACU)
3. Association of Commonwealth Universities (ACU), John Foster House, 36 Gordon Square, London WC1H 0PF, United Kingdom.
4. 01/387 8572.
7. Dr. J.S. Watson, Chairman (Principal and Vice-Chancellor, University of St. Andrews); Mr. Anastasios Christodoulou, Secretary-General.
8. ACU is a non-governmental, voluntary organization.
9. (a) 42 (b) -
10. ACU, set up in 1913, is controlled by its 228 member institutions in 28 Commonwealth countries through an elected council and derives its income from them. It works in practical ways to serve its members; by organizing meetings of various kinds, including those concerning research on problems of higher education; by providing information about universities; and by promoting, through several programmes, the movement of academic staff and students from one country of the Commonwealth to another. ACU holds three kinds of major meeting, providing university people from all parts of the Commonwealth with opportunities for personal contact and informal exchange of views and experience, as well as for formal discussions: quinquennial *Congresses*, to which each member institution is invited to send several delegates; *Conferences* confined to the executive heads of members, held twice in each five-year period; and the annual *Council meetings*, which between Congresses normally become, in effect, inter-university conferences when joint sessions are held with executive heads in the country visited. The proceedings of each Congress are published.
11. *ACU bulletin of current documentation (ABCD)*—5 issues per year.
12. Selective list:
☐ *Awards for Commonwealth university staff*—biennial; and its companion volumes: *Grants for study visits by university administrators and librarians*—annual; *Scholarships guide for Commonwealth postgraduate students*—biennial; and *Financial aid for first degree study at Commonwealth universities*—biennial.
☐ *Commonwealth universities yearbook*—annual.
☐ *The compendium of university entrance requirements for first degree courses in the United Kingdom 1980-1981.* ACU, Bradford, 1980.
☐ *Higher education in the United Kingdom*—biennial publication prepared jointly with the British Council.
☐ *Pressure and priority. The report of proceedings of the 12th Commonwealth Universities Congress, Vancouver, 1978.* ACU, London, 1978.
☐ *Register of research strengths of universities in the developing countries of the Commonwealth.* (Published in association with the Commonwealth Secretariat.)
☐ *Schedule of postgraduate courses in United Kingdom universities, 1979-80.* ACU, London, 1979.

1. Association des universités partiellement ou entièrement de langue française (AUPELF)
2. Association of Partially and Entirely French-Speaking Universities.
3. Head office: AUPELF, Université de Montréal, B.P. 6128, Succ. A, Montréal, Québec H3C 3J7, Canada
Regional offices: AUPELF, 173, bd Saint-Germain, 75227 Paris Cedex 06, France (Tél. 222 96 38).
AUPELF, B.P. 10017 Liberté, Dakar, Senegal. (Tél. 369 16; Télex 906 267).
4. 514/343 6630.
5. 055-60955.
7. Mr. Paul Lacoste, President (Rector of the University of Montréal); Mr. Maurice-Etienne Beutler, General Secretary
9. (a) 38 (b) —
10. AUPELF, founded in 1961, is an international organization which is committed to the development of co-operation among institutions of higher learning. It also seeks to bring together all the departments of French studies throughout the world.
AUPELF has, for its main objectives: the circulation of information among its member institutions; the study of all major problems concerning higher education; the rapport between society and the university; the development of a dialogue between all cultures; the promotion of co-operation through concrete activities. These activities are carried out by means of the publication of periodicals, the holding of seminars and colloquia, as well as the maintenance of an international fund for university co-operation.
11. *La revue de l'AUPELF* [AUPELF review]. It appears twice a year and presents articles and studies on various aspects of higher education.
☐ *Universités* [Universities]—four times a year, in French.
☐ *Idées* [Ideas]. Irregular publication on innovations and experiences in university teaching.
☐ *AUPELF-information* [AUPELF-Information]—2 issues per year.
☐ *Répertoire des cours d'été* [Inventory of summer courses]—annual.
12. Selective list of publications (1977-1979):
☐ *AIESI (Association internationale des écoles des sciences de l'information).* [AIESI (International Association of Information Sciences Schools)]. AUPELF, 1977.
☐ *AIESI. - Actes des journées d'étude sur l'enseignement de la gestion dans les écoles des sciences de l'information (Lyon, 25-26 mai 1978)*

[AIESI.—Proceedings of the Symposium on Management Teaching in Information Sciences Schools]. AUPELF, 1979.

☐ *Compte rendu de la sixième réunion triennale de l'Assemblée générale de l'AUPELF, Bordeaux et Pau, 26 novembre - 2 décembre 1978* [Proceedings of the sixth Triennal AUPELF General Assembly]. AUPELF, 1979.

☐ *Gestion de l'université en Afrique: Actes de la session intensive de Yaoundé, 27 février au 8 mars 1978* [University management in Africa: Proceedings of the Yaoundé Intensive Training Session]. AUPELF, 1978.

☐ *Inventaire des établissements d'enseignement supérieur technique. Tome I: Afrique (Edition préliminaire)* [Directory of technical higher education schools. Volume I: Africa (preliminary edition)]. AUPELF, 1978.

☐ Lajeunesse, Marcel. *AIESI. - Répertoire des écoles des sciences de l'information* [AIESI.—Directory of Information Sciences Schools]. AUPELF, 1979.

☐ *Pédagogie africaine en technologie: premières journées internationales de technologie de l'AUPELF (Dakar, 12-17 décembre 1977)* [African pedagogy in technology: AUPELF's first International Symposium on Technology]. AUPELF, 1978.

☐ *Le Renouveau des études françaises à l'université: fonctions, contenus et méthodes. (Deuxième rencontre mondiale des départements d'études françaises, Strasbourg, 17-23 juillet 1977)* [The renewal of French studies at university level: functions, contents and methods (Second World Meeting of French Studies Departments]. AUPELF, 1978.

☐ *Répertoire international des départements et centres universitaires d'études françaises* [International directory of French studies departments]. AUPELF, 1977.

☐ *Répertoire des publications périodiques universitaires de langue française. (3e édition)* [Directory of French language university serials. (3rd edition)]. AUPELF, 1978.

☐ *Séminaire sur l'enseignement des littératures d'expression française en Belgique, en France, au Luxembourg et en Suisse. (Rennes, 3-5 avril 1979).* [Symposium on the teaching of French language literatures in Belgium, France, Luxembourg and Switzerland]. AUPELF, 1979.

1. Center for Comparative Studies on Higher Educational Systems in English-Speaking Countries/Centre d'études comparatives des systèmes d'enseignement supérieur des pays anglo-saxons

3. Center for Comparative Studies on Higher Educational Systems in English-Speaking Countries, 8-10 rue Charles V, 75006 Paris, France
9. (a) 4 (b) -
10. Center established in 1974 provides information, carries out research and organizes meetings on different aspects of developments in higher education.
12. *Monography on autonomy and its evolution in the French higher education system.*

☐ *Le système d'enseignement supérieur du Canada* [Higher education system in Canada].

☐ *Le système d'enseignement supérieur des Etats-Unis* [Higher education system in the United States].

1. Commonwealth Secretariat, Education Division

3. Commonwealth Secretariat, Education Division, Marlborough House, Pall Mall, London SW1Y 5HX, United Kingdom.
4. 01/839 3411.
5. 27678.
6. Comsecgen London SW1.
7. Mr. Shridath S. Ramphal, Head of the Commonwealth Secretariat; Mr. R.E.O. Akpofure, Secretary-General, Director of Education Division.
9. (a) 32 (b) 13
10. Higher education is one of several areas of education. The Education Division (established in 1965) is concerned with and the main objective is the implementation of remits on higher education from Education Ministers of Commonwealth governments who meet once every three years. These sometimes include commissioned research on specific problems of higher education.
11. *Annual report of the Commonwealth Scholarship and Fellowship Plan. Commonwealth Education Liaison Committee newsletter.*
12. Selective list of publications:

☐ The Commonwealth Secretariat. *Improving university teaching: a survey of programmes in Commonwealth countries.* 1978.

☐ The Association of Commonwealth Universities in association with the Commonwealth Secretariat. *Research strengths of universities in the developing countries of the Commonwealth.* Register. First edition 1976, second edition 1978.

1. Council of Europe/Conseil de l'Europe

3. Council of Europe, 67006 Strasbourg, France.
4. 88/61 49 61.
5. 870943.
6. EUROPA Strasbourg.
7. Mr. Franz Karasek, Secretary-General.
9. (a) Council of Europe, 824; CC-PU, 5.
   (b) —
10. The programme of the Council of Europe in the field of higher education and research is carried out mainly by the Standing Conference on University Problems (CC-PU), created in 1978, whose terms of reference are: "as a committee of

experts under the authority of the Council for Cultural Co-operation (CDCC):

(a) to organize or encourage co-operation among European nations in the field of higher education and research;
(b) to propose activities to the CDCC for inclusion in the annual programme of activities;
(c) to promote relations among European universities and institutions of higher education and research".

Council of Europe programme for 1980 has three axes: analysis and studies of problems of higher education; academic mobility; and postgraduate training.

Analysis and studies of problems of higher education: The aim of this part of the programme is to provide Ministries of Education and academic authorities in the Member Countries with studies and analysis and to organize meetings on the problems of major concern. The following studies will be carried out:

(a) employment/training aspects of higher education graduates;
(b) reform and development of tertiary (post-secondary) education in southern Europe;
(c) tasks to be executed by universities in the transfer of research results (technology transfer) (national case study to be made by the Federal Republic of Germany);
(d) the development concerning the tasks and legal status of student organizations;
(e) the situation of foreign students in the signatory states to the European Cultural Convention;
(f) the role of research in tertiary education;
(g) basic elements of tertiary education policy in Europe for the next decade.

Academic mobility: The aims of this activity are to contribute towards the freedom of movement between institutions of tertiary education and/or research by improving mobility information and by reducing legal, administrative and financial obstacles. The activities during 1980 are:

(a) editing and production of a European handbook for students covering those signatories to the European Council for Cultural Co-operation that are not members of the European Community;
(b) creation of a European network of national mobility information centres;
(c) co-ordination and strengthening of the Council of Europe Higher Education Scholarship Scheme;
(d) co-ordination and strengthening of the European network of national information centres on equivalence of university qualifications;
(e) evaluate the usefulness of establishing European co-operation between Student Welfare Services.

Postgraduate training: The aim of this activity is to encourage European institutions of tertiary education and research to co-operate in the continuous adjustment of postgraduate curricula to the advancement of knowledge and to the needs of, and new opportunities offered by society.

The 1980 programme will cover preparation and implementation of educational co-operative actions in the following fields: energy; exploitation and management of marine resources; health aspects of natural disasters; health risks and work security; human rights; the origin and early evolution of life; protection of the cultural heritage; recent advances in the struggle against epilepsy; remote sensing; water resources management.

11. *EUDISED R & D bulletin.* Published 4 times a year by the Council of Europe Documentation Centre for Education in Europe. Contains reports on ongoing or recently completed projects in the field of educational research and development. Project reports are in English, French or German. (EUDISED = European Documentation and Information System for Education.)

News-Letter/Faits nouveaux. Published 5 times a year by the Council of Europe Documentation Centre for Education in Europe. Bilingual: in English and French.

12. Selective list (1977-1980):

☐ Capelle, Jean. *Mobility of postgraduate students, academic teachers and research workers.* Council of Europe, Strasbourg, 1977.

☐ Mitter, Wolfgang, ed. *The use of tests and interviews for admission to higher education.* Council of Europe and NFER Publishing Company, Windsor, 1979.

☐ Moor, R.A. de (rapporteur). *Changing tertiary education in modern European Society.* Council of Europe, Strasbourg, 1978.

☐ Stassen, M., ed. *Handbook for students.* Council of Europe, Strasbourg, 1980.

☐ Vedel, G. *Reform and development of tertiary (post-secondary) education in Southern Europe.* Council of Europe, Strasbourg, 1980.

☐ Werner, Heinz. *Employment/training aspects for tertiary education graduates.* Council of Europe, Strasbourg, 1980.

☐ *Reform and development of higher education: a European symposium.* NFER, Windsor, 1978.

1. European Association for Research and Development in Higher Education (EARDHE)

3. European Association for Research and Development in Higher Education (EARDHE), c/o Institut für Markt und Plan, Johann Wolfgang Goethe-Universität, Senckenberganlage 31, D-6000 Frankfurt, Federal Republic of Germany.

4. 0611/798 3813; -3849; -3854.

7. Prof. Ulrich Peter Ritter, President.

10. The aims of the EARDHE are:

(a) to promote educational research and development in Europe pertaining to higher education;
(b) to encourage the scholarly examination of

phenomena and problems related to higher education;
(c) to contribute to the making by institutions of higher education of rational decisions about their aims, structures, curricula, teaching and evaluation, taking into account social and cultural changes and demands.
With these aims in view, the Association:
(a) promotes the establishment in European countries of research and development units for the study of problems related to higher education;
(b) promotes the training of university teachers, in particular those needed for giving courses in higher education as a subject;
(c) fosters contact and collaboration between European research workers and scholars in the field of higher education;
(d) exchanges and disseminates information on research and development in the field of higher education;
(e) promotes and initiates joint activities for those engaged in research, development work, theory construction and the training of staff for work in institutions of higher education.
11. *International directory of research and development workers in higher education; Report on research and development in higher education*—bimonthly bulletin.

1. European Centre for Higher Education / Centre européen pour l'enseignement supérieur (CEPES)
3. European Centre for Higher Education (CEPES), 39, Str. Stirbei Voda, Bucharest, Romania.
4. 13 08 39.
5. 11658 cepes r.
7. Mr. Audun Øfjord, Director.
8. Unesco.
9. (a) 21 (b) 9
10. CEPES was set up in 1972 in Bucharest. Its creation was approved by the sixteenth session of the General Conference of Unesco (Paris, 1970) following the recommendations made by the First Conference of Ministers of Education of European Member States (Vienna, 1967). CEPES was established in order to promote co-operation between the Member States of the European region (all European Member States, Canada, Israel and the United States) in the field of higher education. CEPES is an integral part of the Unesco Secretariat and its activities are closely related to the Division of Higher Education and Training of Educational Personnel. It functions on the basis of a Headquarters Agreement between Unesco and the Socialist Republic of Romania. CEPES is financed by Unesco within the framework of its Regular Programme and Budget. It also benefits from the services of local personnel provided by the host country. The main objective of CEPES is to serve as an instrument within the framework of Unesco's contribution to the development of innovations in higher education in Europe and to the reinforcement of European co-operation in this field.
CEPES was established, in particular, as a centre of information, documentation, liaison and exchange, in order to provide practical services not only to the national authorities of Member States who are concerned with higher education (especially to the decision makers of these authorities), but also to universities and all other bodies working in the field of higher education.
The role of CEPES is both to carry out certain tasks which are of interest to Member States and to stimulate activities among the States themselves. Although the Centre can, in principle, be concerned with all aspects of higher education, in practice, its activities must necessarily be directed, in so far as possible, to matters of common interest to all or to a large majority of the Member States of the European region.
11. *Higher education in Europe*—quarterly, in English, French and Russian.
12. List of CEPES publications (1976-1980): In the series of 'Studies and documents edited by the European Centre for Higher Education':
☐ *Consultation for the preparation of a study on access to higher education in Europe.* CEPES, Bucharest, 1978.
☐ *The contribution of higher education in Europe to the development of changing societies.* CEPES, Bucharest, 1977.
☐ *L'enseignement supérieur en Roumanie* [Higher education in Romania]. Prepared by Claudiu Ionescu-Bujor in collaboration with Dan Mihoc and Cezar Lazarescu. CEPES, Bucharest 1978.
☐ *New forms of higher education in Europe.* CEPES, Bucharest, 1976.
☐ *Statistical study on higher education in Europe 1971/72 and 1972/73.* Prepared in collaboration with Unesco Office of Statistics and H. Zeiler. CEPES, Bucharest, 1976. [Also in French].
☐ *Statistical study on higher education in Europe 1970-1975.* CEPES, Bucharest, 1978.

ILO/CEPES Joint Project on Higher Education and Manpower Planning:
☐ Aurél, Pal Ivan. *Higher education and manpower planning in Hungary.* ILO/CEPES, Geneva/Bucharest, March 1977.
☐ Bergendal, Gunnar. *Higher education and manpower planning in Sweden.* ILO/CEPES, Geneva/Bucharest, February 1977.
☐ Hüfner, K.; Köhler, H.; Naumann, J. *Higher education and manpower planning in the Federal Republic of Germany.* ILO/CEPES, Geneva/Bucharest, June 1977.
☐ Kluczyński, Jan; Józefowicz, Adam. *Higher*

education and manpower planning in Poland. ILO/CEPES, Geneva/Bucharest, April 1977.

☐ Pestisanu, C.; Lazaroiu, D.F.; Burloiu, P. *L'enseignement supérieur et la planification de la main-d'œuvre dans la République Socialiste de Roumanie* [Higher education and manpower planning in the Socialist Republic of Romania]. ILO/CEPES, Geneva/Bucharest, February 1977.

☐ Ritzen, J.M.M. *Higher education and manpower planning in the Netherlands.* ILO/CEPES, Geneva/Bucharest, May 1977.

☐ Sachse, E. *Higher education and manpower planning in the German Democratic Republic.* ILO/CEPES, Geneva/Bucharest, February 1977.

1. The European Centre for Work and Society

3. The European Centre for Work and Society, Maliebaan 20, 3581 CP Utrecht, P.O. Box 14027, 3508 SB Utrecht, Netherlands.

4. 030/31 00 90.

7. Dr. Gabriel Fragnière, Director.

8. Founding Members: The European Cultural Foundation; Queen Juliana Foundation (Koningin Juliana Fonds).

9. (a) 5 (b) 4 (two part-time).

10. The Centre was established in 1980 by the European Cultural Foundation, in co-operation with the Queen Juliana Foundation, with a programme of studies, information and practical work on key issues which will determine the future development of society in industrialized countries.

The aim of the Centre is to promote, at European level, joint study of and reflection on the nature of change in the structures of the labour market and the value of work in industrialized countries, and to work towards solutions of the problems which they pose. The vocational and non-vocational roles of education are studied in the above context. The Centre pursues these aims by means of research contracts, through the setting up of a trans-national information and documentation service, by encouraging the formation of a network of contacts and exchanges through the organization of seminars and conferences in order to encourage meetings between European politicians and by taking an active part in consultations leading to European policies in this field.

11. A periodical publication will be published in the near future.

12. The following 'position papers' are being prepared (selective list):

☐ Brugmans, Henri. *Comparing the employment crisis of the 1930s with that of the 1980s.*

☐ Delors, Jacques. *Tertiary sector.*

☐ Doef, Jaap van der. *Worksharing.*

☐ Fragnière, Gabriel. *Transition from school to work.*

☐ Melwyn, Peter. *Work and new sources of energy.*

1. Fédération européenne d'associations nationales d'ingénieurs (FEANI)

2. European Federation of National Associations of Engineers.

3. Fédération européenne d'associations nationales d'ingénieurs (FEANI), 4, rue de la Mission Marchand, 75016 Paris, France.

4. 224 91 43.

7. Mr. Robert Bureau, Secretary-General.

9. (a) 3 (b) -

10. The Federation, founded in 1951, does not deal directly with research on higher education. However, its Statutes define the goal of the Federation as follows: '... 2. To study problems concerning the training of engineers, engineering degrees, and the recognition of and defence of these degrees; ...'. In this context, the Federation has created a Training Commission whose mission is oriented toward the definition of the engineer profile desired by industry and society in general, and the desires of industry regarding the duration of studies, the nature of the latter (theoretical training, practical training—basic training, lifelong training), etc. The Federation does not deal directly with research on educational techniques.

11. *FEANI booklet* (annual).

12. *Registre européen des professions techniques supérieures* [European register of the higher technical professions].

1. Fédération internationale des universités catholiques (FIUC); International Federation of Catholic Universities (IFCU); Federación Internacional de las Universidades Católicas (FIUC)

3. Fédération internationale des universités catholiques (FIUC), 77 bis Rue de Grenelle, 75007 Paris, France.

4. 222 98 71.

7. Prof. Michel Falise, President (Rector of the Catholic Faculties, Lille); Father Edouard Bonné, Secretary-General.

9. (a) 5 (b) 3

These figures refer to the Paris office. However, the Federation works with the respective teams of its 150 member institutions of higher education around the world.

10. The Federation, founded in 1948, promotes a closer collaboration among Catholic institutions of higher education as well as with universities and international organizations interested in higher education and research. The federation also seeks to contribute to the development of the arts and sciences in a Christian perspective.

Sponsoring general assemblies every two to three years to study a theme relating to the life and mission of the Catholic universities, the federation encourages exchanges on the problems of Christian higher education and co-operation among Catholic universities, especially between East and West.

The federation published reports and proceedings of its general assemblies and regional meetings.

11. *Nouvelles brèves/News in brief/Noticias breves*—monthly bulletin in English and French. *Cahier FIUC*—series in which proceedings of the FIUC's and other meetings are presented.

12. Selective list:

□ *Proceedings of the 6th Meeting of the European Institutions of Higher Education of Economics and Management.* Cahier FIUC, No. 3, 1979.

□ *Université privée et démocratie* [Private university and democracy]. Cahier FIUC, No. 1, 1979.

1. Institute of Education

3. Institute of Education, University of Paris XI—Dauphine, 1, Place du Maréchal de Lattre de Tassigny, 75116 Paris, France.

4. 505 14 10 (ext. 3000); 727 06 41.

5. 630346 fecpar.

7. Dr. Ladislav Cerych, Director.

8. European Cultural Foundation.

9. (a) 12 (b) 6

10. The Institute was established in 1975 by the European Cultural Foundation, the European Commission, and the International Council for Educational Development (ICED). It is an integral part of the Foundation but has full academic autonomy in its own right. (The European Cultural Foundation is an international non-governmental organization, which devotes most of its income to the promotion of cultural, scientific and educational activities contributing to the development of European co-operation and a better understanding among the European nations. In addition to the Institute of Education, the Foundation has established in Bonn an Institute of European Environmental Policy and in Brussels/Madrid an Institute for International Co-operation). Its main purpose is the study of specific policy issues in post-compulsory and higher education, and the three founding organizations regularly use its services in this respect.

The Institute is:

(a) *international* in the composition of its Council and staff, in the focus of its activities, and its comparative approach. Its interest is primarily European. Relevant developments in other parts of the world, particularly in the United States, are also kept under review;

(b) *interdisciplinary,* in that it is committed to the consideration of all the implications of educational problems, economic, sociological, political and pedagogic, and their interactions within an overall socio-economic and cultural context;

(c) *policy-oriented,* in that it stresses the practical side of developing educational policy, basing its work on a forward-looking approach and paying particular attention to experiment and innovation;

(d) *independent,* in that although close to governments and the major international organizations it is nonetheless free to compare and evaluate their data and activities impartially. It is particularly concerned with interrelating the findings of national research projects and extending the studies of intergovernmental bodies through critical analysis and assessment.

Within the general context of the Institute's activities, it is concentrating at present on three research areas: youth, education and employment; regional development and post-secondary education; non-traditional forms of higher education. In addition, the Institute is involved in a number of other research projects concerning: implementation of higher education reforms; recent student flows; and student grants.

11. *European journal of education: research, development and policies*—quarterly.

12. Selective list: Occasional papers, published by the Institute:

□ Adamski, Władysław. *Continuing education in Western and Eastern European societies: ideology and reality.*

□ Bourricaud, François. *La réforme universitaire en France et ses déboires* [University reform in France and its failures].

□ Brugmans, Henri *Rajeunir les études classiques* [Rejuvenating classical studies].

□ Cerych, Ladislav. *Access and structure of post-secondary education.*

□ Kallen, Denis. *The future of education in the Netherlands.*

□ Neave, Guy. *Equality, ideology and educational policy: an essay in the history of ideas.*

□ Sellin, Burkart. *Bildungsreform und integrationspolitik* [Reform of education and politics of integration].

Reports and books, published by the Institute:

□ Cerych, Ladislav. *Between school and work.*

□ Hecquet, Ignace; Verniers, Christiane; Cerych, Ladislav. *Recent student flows in higher education.*

□ Jeanperrin, Didier. *La formation et l'emploi: essai sur les désajustements actuels* [Education and employment: a test of present imbalances].

□ Magnussen, Olav. *Education and employment: the problems of early school-leavers.*

□ Masclet, Jean-Claude. *The intra-European mobility of undergraduate students.*

□ Wynne, Rowland. *The adult student and British higher education.*

□ *Youth-education-employment: Proceedings of an International Symposium held at Fère-en-Tardenois (France), April 27-30, 1977.*

Books published elsewhere:

□ Fragnière, Gabriel. *Education without frontiers.* Duckworth.

□ Janne, Henri; Schwartz, Bertrand. *Le développement européen de l'éducation permanente* [European developments in lifelong education]. Commission of European Communities.

□ Moltke, Konrad von; Schneevoigt, Norbert. *Educational leaves for employees: European experience for American consideration.* Jossey Bass.
□ Neave, Guy. *Patterns of equality.* NFER. [Also in German.]
□ Neave, Guy. *Research perspectives on the transition from school to work.* Swets & Zeitlinger.
□ Smith, Alan. *Joint programmes of study: an instrument for European co-operation in higher education.* Commission of European Communities. [Also in French, German, Danish, Dutch and Italian language versions.]

1. International Association of Universities (IAU)
3. International Association of Universities (IAU), Unesco House, 1, rue Miollis, 75032 Paris, France.
4. 577 16 10.
5. 204461 Paris.
6. UNIVASOC Paris.
7. D.J. Aitken, Secretary-General.
9. (a) 13 (b) —
10. Founded in 1950, the International Association of Universities groups 706 university institutions situated in 114 countries (1978). Its members are individual institutions of university status in all parts of the world, each with equal rights and obligations. Its associate members (at present eight in number) are the principal regional and other international university associations.
The purposes of IAU are:
(a) the development of international co-operation in the field of higher education and research and the intensification of exchanges between its member institutions;
(b) the provision of technical services to its members and to academic organizations and the creation of instruments of information and documentation concerning higher education thoughout the world;
(c) the study of problems of common interest to universities of different countries;
(d) the building up, through these activities, of a strong international university community able to promote mutual understanding among different peoples and cultures and, in this way, to serve the cause of peace.
The main programme activities of IAU cover periodical and non-periodical publications; information and documentation services; seminars; round tables; other meetings and studies and co-operation with numerous international, regional and national bodies, above all with Unesco, with which it has consultative status (Category A) and with which it co-operates in a Joint Programme of Research in Higher Education.
11. *Bulletin of the International Association of Universities*—bilingual quarterly in English and French.
12. Selective list:
□ *Differing types of higher education.* Papers of the IAU, 1977. [Also in French: Les différents types d'enseignement supérieur.]
□ *International handbook of universities and other institutions of higher education.* Seventh edition, 1977. Published for the Association by Macmillan, London.
□ *Lifelong education and university resources.* Joint Unesco-IAU Research Programme in Higher Education, 1978. [Also in French: Education permanente et potentiel universitaire.]
□ *Report of the sixth General Conference of the International Association of Universities, Moscow, August 1975.* 1976.
□ *The right to education and access to higher education.* Papers of the IAU, 1978. [Also in French: Le droit à l'éducation et l'accès à l'enseignement supérieur.]
□ *The role of the university in developing countries. Its responsibility toward the natural and cultural environment.* Papers of the IAU Nr. 16. [Also in French: Le rôle de l'Université dans les pays en voie de développement: ses responsabilités envers l'environnement naturel et culturel.]
□ *World list of universities, other institutions of higher education and university organizations.* Thirteenth edition, 1977-8. Published for the Association by Macmillan, London.

1. International Council for Educational Development (ICED)
3. International Council for Educational Development (ICED), 680 Fifth Avenue, New York, N.Y. 10019, United States of America.
4. 212/582 3970.
6. INCEDEV.
7. Dr. James A. Perkins, Chairman.
8. ICED is an independent, non-profit international organization.
9. (a) 5 permanent; several consultants
(b) 2 staff; all consultants
10. Founded in 1970, ICED is concerned with the role of education in the social and economic development of all countries. The ICED international network consists of an international Board of Trustees, consultants, advisers for special studies, and representatives of national and international organizations who co-operate with ICED on major projects. Meetings and studies sponsored by ICED concern different problems of higher education, such as: higher education development; systems of higher education; access to higher education; as well as concerning education in general, such as: education for rural development; world education crisis; foreign language and international studies; comparative international approaches to the role of education in the arts.

In 1974 ICED established a bibliography service intended to provide up-to-date information on comparative higher education, a comprehensive bibliography of books, articles, and other materials published in the previous year relating to higher education in all countries except the United States.

11. *ICED newsletter*—in English, 3 issues each year.

12. Selective list (1976-1980):

□ Altbach, Philip G. (ed.) *Comparative higher education abroad. Bibliography and analysis.* ICED, New York, 1976.

□ Becker, Willi. *Barriers to higher education in the Federal Republic of Germany.* ICED, New York, 1977.

□ Burn, Barbara B. (ed.). *Access systems, youth and employment.* Papers presented at the Aspen Seminar held under the joint sponsorship of the Aspen Institute for Humanistic Studies and the International Council for Educational Development. ICED, New York, 1977.

□ Burn, Barbara B. (ed.). *Admission to medical education in ten countries.* ICED. New York, 1978.

□ Burn, Barbara B.; Karmel, Peter. *Federal/state responsibilities for postsecondary education: Australia and the United States.* ICED, New York, 1977.

□ Fogel, Barbara R. *Design for change.* Higher Education in the Service of Developing Countries. ICED, New York, 1977.

□ Ottobre, Frances M. (ed.). *Admission to higher education in sixteen countries and some international developments.* IAEA, Princeton, 1976.

□ Pike, Robert S.; McIntosh, Naomi E.S.; Dahllöf, Urban. *Innovation in access to higher education.* ICED, New York, 1978.

□ Simon, Larry G.; et al. *Access policy and procedures and the law in U.S. higher education.* ICED, New York, 1978.

□ Teichler, Ulrich. *Admission to higher education in the United States. A German critique.* ICED, New York, 1978.

□ *Access to higher education: two perspectives.* A Comparative Study of the Federal Republic of Germany and the United States of America. Final Report of the German-U.S. Study Group. ICED, New York, 1978.

Systems of higher education (ICED project on 12 countries):

- *Australia* (Bruce Williams). ICED, New York, 1978.
- *Canada* (Edward Sheffield; et al.). ICED, New York, 1978.
- *Federal Republic of Germany* (Hansgert Peisert; Gerhild Framhein). ICED, New York, 1978.
- *France* (Alain Bienaymé). ICED, New York, 1978.
- *Iran* (Abdol Hossein Samii; Reza Vanghezi). ICED, New York, 1978.
- *Japan* (Katsuya Narita). ICED, New York, 1978.
- *Mexico* (Alfonso Rangel Guerra). ICED, New York, 1978.
- *Poland* (Jan Szczepański). ICED, New York, 1978.
- *Sweden* (Rune Premfors; Bertil Östergren). ICED, New York, 1978.
- *Thailand* (Sippanondha Ketudat). ICED, New York, 1978.
- *United Kingdom* (Tony Becher; Jack Embling; Maurice Kogan). ICED, New York, 1978.
- *United States* (Alan Pifer; et al.). ICED, New York, 1978.
- *12 Systems of higher education: 6 decisive issues* (Clark Kerr; et al.). ICED, New York, 1978.

1. International Institute for Educational Planning (IIEP)

3. International Institute for Educational Planning (IIEP), 7-9 rue Eugène Delacroix, 75016 Paris, France.

4. 504 28 22.

5. 620074.

6. EDUPLAN Paris.

7. Mr. Michel Debeauvais, Director.

8. Legally part of Unesco, but the Institute has its own statutes as well as a governing board which approves its programme and budget.

9. (a) 45 (b) 18

10. Established in 1963, IIEP has been given, by the General Conference of Unesco, a three-fold mandate: to conduct research on important aspects of planning the development and reform of education, to help train those responsible for the planning of education in their countries, and to disseminate new concepts, methods and techniques in educational planning to all interested individuals and institutions in Member States of Unesco. With regard to research on higher education, the Institute has published numerous case studies and reports (see point 12) on the research projects carried out in recent years concerning: planning the development of universities; the role of universities in post-experience higher education; and graduate employment and admissions policy in higher education. Current research is focussed on tracer studies of the transfer from education to working life and takes account of the IIEP's experience gained from the research project on graduate employment and admissions policy in higher education. The scope of the current research covers secondary technical and vocational education in addition to the post-secondary institutions of education, giving greater priority to the follow-up of school leavers in the labour market. The following issues are being tackled in the

research studies: the mode of transition from education to work; methods of obtaining first employment; the role of education and training in career promotion and job mobility; and the utilization of the training received in educational institutions in the performance of the job.

12. Selective list of IIEP publications (1976-1980):

A. IIEP publications issued from 1 September 1976 to 31 August 1978

Higher education and employment (IIEP project):

□ Sanyal, Bikas C.; Józefowicz, Adam (eds.). *Graduate employment and planning of higher education in Poland.*

□ Sanyal, Bikas C.; Kinunda, Michael J. *Higher education for self-reliance: the Tanzanian experience.*

Fundamentals of educational planning (IIEP project):

□ Callaway, Archibald. *Educational planning and unemployed youth.* [Portuguese edition published by the Carlos Chagas Foundation, Brazil.]

□ Carnoy, Martin. *Education and employment: a critical appraisal.* [Also in French.]

□ Carter, William D. *Study abroad and educational development.* [Portuguese edition published by the Carlos Chagas Foundation, Brazil.]

□ Chau, Ta Ngoc. *Demographic aspects of educational planning* [Hungarian edition published by the Research Institute for Education, Hungarian Academy of Science, Budapest.]

□ Coombs, Philip H. *What is educational planning?* [Spanish edition published by Editorial Paidos, Argentina; and Hungarian edition published by the Research Institute for Education, Hungarian Academy of Science, Budapest.]

□ Furter, Pierre. *The planner and lifelong education.* [Also in French.]

□ Jamison, Dean T. *Cost factors in planning educational technology systems.* [Also in French.]

□ Lewy, Arich. *Planning the school curriculum.* [Also in French.]

□ McKinnon, K.R. *Realistic educational planning.* [Portuguese edition published by the Carlos Chagas Foundation, Brazil.]

□ Montgomery, John D. *Alternatives and decisions in educational planning.*

□ Rowley, C.D. *The politics of education in developing countries.* [Portuguese edition published by the Carlos Chagas Foundation, Brazil.]

□ Ruscoe, G.C. *The conditions for success in educational planning.* [Spanish edition published by Editorial Paidos, Argentina.]

IIEP occasional papers:

□ Dawson, Allan C. *Towards the practical implementation of lifelong education in rural areas.*

□ Duvieusart, Baudoin. *Régionalisation et planification — un nouveau thème de recherche pour la planification de l'éducation* [Regionalization and planning—a new research theme for educational planning.]

□ Evans, David R. *Responsive educational planning: myth or reality?*

□ Gill, Dhara S. *Education for the rural youth: some problems of determining learning needs.*

□ Kawashima, Yoko. *Système d'aide aux étudiants au Japon* [Student aid system in Japan.]

□ McGrath, Helen Marie. *How can educational planning be rational?* A consideration of the process of educational planning in terms of the problem of rationality in the social world.

Fundamentals of educational planning: lecture-discussion series:

□ Crooks, S.B. *The Open University of the United Kingdom.* [Also in French.]

□ Hughes, Meredydd G. *Administrative and professional relationships in educational administration.*

IIEP research reports:

□ Boxus, L.; et al. *L'Université Catholique de Louvain: vers un système d'information universitaire* [Catholic University of Louvain: towards a university information system].

IIEP seminar papers:

□ Duvieusart, Baudoin. *Staff training in a period of change in the administration of education systems.* [Also in French.]

□ Weiler, Hans N. *New directions in educational planning: implications for training.* [Also in French.]

Other IIEP research studies:

□ Adams, Raymond S. (ed.). *Educational planning: towards a qualitative perspective.* [Also in French.]

□ Onushkin, V.G. *The rôle of universities in post-experience higher education.*

B. IIEP publications issued from 1 September 1978 to 31 July 1980

Fundamentals of educational planning:

□ Evans, David. *The planning of nonformal education* [English and French editions published by Unesco Press].

□ Williams, P.R.C. *Planning teacher demand and supply* [English and French editions published by Unesco Press].

IIEP occasional papers:

□ Orivel, François. *Une analyse socio-économique de l'Université française* [Socio-economic analyses of the French university].

Fundamentals of educational planning: lecture-discussion series.

□ Faustor, Carlos N. Malpica. *Educational administration and its relations with planning and research.* [Also in Spanish.]

□ Tanguiane, S. *Some lessons from Soviet experience in educational development.* [Also in French.]

IIEP research reports:
□ Asayehgn, Desta. *The role of women in Tanzania: their access to higher education and participation in the labour force.*
□ Hudson, Barclay M.; et al. *Knowledge networks for educational planning: issues and strategies.*
□ Khan, Qamar Uddin. *Manpower aspects of higher education in India.*
□ Olivera, Carlos E. *The administration of educational development in Latin America.*
□ Windham, Douglas M. *Incentive analysis and higher educational planning: alternatives in theory, research and policy.*

IIEP seminar reports:
□ Avakov, R.M. (ed.). *The future of education and education for the future.* [Also in French.]

IIEP working papers:
□ Carnoy, Martin. *Segmented labour markets: a review of the theoretical and empirical literature and its implications for educational planning.*
□ Carron, Gabriel; Chau, Ta Ngoc. *Regional disparities in educational development.*
□ Ferge, Zsuzsa; Havasi, Eva; Szalai, Julia. *Regional disparities and educational development in Hungary.*
□ Foster, Philip. *Regional disparities in educational development: some critical observations.*
□ Gonod, P.F. *Integrating the planning of education and technology.*
□ Heyneman, Stephen P. *Regional disparity in educational development: what to do about it, what not to do about it, and why.*
□ Ivanov, N.P. *Scientific and technological progress and job qualification.*
□ Jabłońska-Skinder, Hanna; Obrębski, T. *Comparative study of the dynamics and structure of education at tertiary level in European socialist countries and in countries of the European Common Market, 1960-1975.*
□ Kaye, A.R. *Planning a distance learning system.*
□ King, Kenneth. *Education and self-employment.*
□ Levin, Henry M. *Workplace democracy and educational planning.*
□ Psacharopoulos, George. *Education and work: an evaluation and inventory of current research.*
□ Walker, Kenneth F. *The implications of industrial democracy for educational planning.*

Other IIEP publications:
□ Carnoy, Martin; Levin, Henry M.; King, Kenneth. *Education, work and employment.* Vol. II. (English and French editions published by Unesco.)
□ Hallak, Jacques; et al. *Education, work and employment.* Vol. I. (English and French editions published by Unesco.)
□ Schramm, W.; et al. *The new media: memo to educational planners.* (Romanian edition published by Editura Didactica si Pedagogica, Bucharest.)
□ Weiler, H.N. (ed.). *Educational planning and social change.* (English and French editions published by Unesco.)
□ Whiston, Tom, (et al.). *An annotated bibliography on the relationship between technological change and educational development.* (English edition published by Unesco.)

1. International Movements towards Educational Change (IMTEC)
3. International Movements towards Educational Change (IMTEC), Rosehof Skole, Dynekilgaten 10, Oslo 5, Norway.
4. 02/37 34 20.
6. IMTEC Oslo.
7. Mr. Per Dalin, Director.
8. IMTEC is an independent, non-profit international foundation. It has an international, professional advisory council. It also has a Norwegian Governing Board, according to Norwegian regulations regarding foundations. It has a European Division at the Manchester Polytechnic and an Asian Division in Jakarta.
9. (a) 12 (b) 8
10. IMTEC has as its objectives: conduct research on changes in education; establish the network of individuals and institutions engaged in the problems of educational development; assistance to less developed countries in development of education.
11. *The IMTEC newsletter* (three to five times a year).
12. Selective list:
□ Dalin, Per; Rust, Val. *Can school learn?* George Allen & Unwin, 1980.
□ Dalin, Per; et al. *Learning by participation.* George Allen & Unwin, 1980.
□ Dalin, Per. *Limits to educational change.* MacMillan, 1978.
□ Wideen, Marvin. *Innovations in teacher education.* George Allen & Unwin, 1980.

There are also more than 300 studies published within IMTEC's 'Management analysis papers', e.g.:
□ Dalin, Ake. *Models for the interaction between education and society.*
□ Dalin, Per; McLaughlin, Milbrey. *Educational Research Symposium on Strategies for Research and Development in Higher Education—background document.*
□ Eide, Kjell. *The management of educational change—Decision-making structures—a national case: Norway.*

□ Gray, Harry. *The use of case studies in international training programmes for the management of educational change.*
□ Marciver, L. *Managing change in urban education under economic pressure. Tayside, United Kingdom.*
□ Stegeman, Bill. *A third dimension for educational leadership.*
□ *Les agents de développement pédagogique au Canada* [The agents of educational development in Canada]. [In French only.]
□ *Combining educational psychology with student teaching: Lesley College, United States.*
□ *Computer managed learning at the New University of Ulster.* The New University of Ulster, Northern Ireland.
□ *The Educational Development Institute: The University of Minnesota.* Minnesota, United States.
□ *A new college—a new program: Ministry of Education.* Ontario Teacher Education College, Canada.
□ *Programme development: University of Victoria, Canada.*
□ *Special internship program: The University of Regina, Canada.*
□ *The University of Toledo Competency-based Teacher Education and Individually Guided Education Program: University of Toledo, United States.*

1. Oficina de Educación Iberoamericana (OEI)
2. Ibero-American Bureau of Education.
3. Oficina de Educación Iberoamericana (OEI), Ciudad Universitaria, Madrid - 3, Spain.
4. 244 34 74.
6. ofeibe Madrid.
7. Mr. Guillermo Lohmann Villena, Secretary General.
8. Intergovernmental organization.
9. (a) 32 (b) 13
10. Established in 1949 IABE carries out the following activities:
(a) organization of information and documentation services about the development of education in the Ibero-American countries;
(b) advise and, when appropriate, assist institutions and individuals interested in educational and cultural questions;
(c) propagate the principles and recommendations approved by the Ibero-American Education Congresses and to encourage their application;
(d) foster cultural and educational exchange, advise on the contracting of teachers and experts in educational organizations and spread information about the experiences in each of the Ibero-American countries in all the others;
(e) organization of congresses, conferences, seminars and other meetings on educational subjects;
(f) collaboration in the preparation of texts and teaching materials and in the formation of didactic criteria;
(g) co-operation with the Ministries of Education in the Ibero-American countries in the execution of their education plans and especially to collaborate in the improvement and co-ordination of their technical services;
(h) co-ordination of the action of Ibero-American countries in the international organizations of an educational type, so that their cooperation shall be effective and useful both on the national, as well as on the international level;
(i) encourage creation of organizations, associations, unions and other types of national, regional and international entities related to the different grades of education and different aspects of educational and teaching life in the Ibero-American countries, which could constitute independent or associated entities;
(j) accept the association of educational or teaching entities which already exist;
(k) to create specialized centres, and to found institutes, establishments and other entities and institutions for research, documentation, exchanges, information and dissemination in educational and teaching matters, and the decentralized services which the fulfilment of its aims or the execution of its programme of activities may require.
11. *Plana*—bulletin, 10 issues each year.
IREBI. Indices de Revistas de Bibliotecología [Index of library reviews]. 3 issues each year.
Impacto—quarterly. Spanish edition of *Impact* published by Unesco.
12. Selective list of publications:
□ *Firmamento del Espiritu* [Firmament of the Spirit]. Co-edition with Ediciones de Promoción Cultural, Barcelona, 1977.
□ *Informe del Secretario General Acerca de las actividades desarrolladas por el Organismo (1964-1979)* [Report of the Secretary-General on the activities carried out by the Organization (1964-1979)]. IVth Ibero-American Congress on Education (Madrid, 8-12 October 1979). Madrid, 1979.

1. Organization for Economic Co-operation and Development (OECD)
3. Organization for Economic Cooperation and Development (OECD), 2, rue André Pascal, 75016 Paris, France.
4. 524 9265.
7. Mr. James R. Gass (Director of the Directorate for Social Affairs, Manpower and Education Director of the Center for Educational Research and Innovation (CERI)). The Directorate and CERI are responsible for all OECD activities in the field of education.
9. (a) around 120
(b) Directorate and CERI—around 60; Education—around 30.

10. OECD was set up under a Convention signed in Paris on 14th December 1960, which provides that it shall promote policies designed:
(a) to achieve the highest sustainable economic growth and employment and a rising standard of living in Member Countries, while maintaining financial stability, and thus to contribute to the development of the world economy;
(b) to contribute to sound economic expansion in Member as well as non-member countries in the process of economic development;
(c) to contribute to the expansion of world trade on a multilateral, non-discriminatory basis in accordance with international obligations. OECD objectives with regard to higher education are: creation of a forum for the exchange of information, ideas and national experiences in the field of higher education; comparative analysis on specific topics relevant to the OECD Member Countries (collection of data basis for this analysis); studies combining analytical work and a policy perspective; and reviews of national policies.
In realization of the above objectives OECD serves: ministries of education and government agencies responsible for higher education (planning officers); executive leaders of higher education institutions, research people; academic staff and students.
Present activities of OECD in the field of higher education concern: trends and overall policies for the development of higher education; admission policies; relationship between higher education institutions and the community; problems of institutional management in higher education; and higher education and employment.

11. *International journal of institutional management in higher education*—published three times a year in English and French editions within the OECD/CERI Programme on Institutional Management in Higher Education.
12. Selective list of OECD publications on higher education (1976-1979):
□ *Education and regional development.* General Report. OECD, Paris, 1979. [Also in French.]
□ *Educational expenditure in France, Japan and the United Kingdom/Les dépenses d'enseignement en France, au Japon et au Royaume-Uni.* August 1977.
□ *Educational policies and trends.* September 1977.
□ *Environmental problems and higher education.* February 1976.
□ *Institutional resource allocation models in higher education.* May 1977.
□ *Learning opportunities for adults.* Vol. IV: *Participation in adult education.* December 1977.
□ *Management information systems for higher education.* April 1977.
□ *New patterns of teacher education and tasks. Teachers as innovators.* January 1977.
□ *Reviews of national policies for education: Austria.* November 1976.
□ *Reviews of national policies for education: Canada.* August 1976.
□ *Reviews of national policies for education: Netherlands.* September 1976.
□ *Reviews of national policies for education: Norway.* March 1976.
□ *Review of student support schemes in selected OECD countries.* June 1978.
□ *Students in short-cycle higher education.* June 1976.
□ *Teacher policies.* March 1976.

1. Soviet Ekonomičeskoi Vzaimopomošči (SEV)
2. The Council for Mutual Economic Assistance (CMEA).
3. Soviet Ekonomičeskoi Vzaimopomošči (SEV), Prospekt Kalinina 56, 121205 Moscow, USSR.
4. 290 91 11; 290 93 11; 290 81 73 (Department of Scientific and Technological Co-operation).
5. 7141.
6. Moscow G-205, SEV.
7. Nikolai Faddeyev—Secretary of CMEA; Vladilen Prokudin—Chief of the Department of Scientific and Technological Co-operation of the CMEA's Secretariat.
9. (a) — (b) 30 specialists from Member Countries of CMEA.
10. Objectives concerning promotion and organization of co-operation between Member Countries of CMEA in training and upgrading of research personnel are realized mainly by activities of the Permanent Working Group of the CMEA's Committee on Scientific and Technological Co-operation. Its following main tasks:
(a) elaboration, on the basis of proposals from CMEA Member Countries, of the plans on co-operation in organization of post-graduate studies and upgrading courses;
(b) preparation of documents concerning co-operation in research on problems of training and professional development of scientific staff in the Member Countries of CMEA.
11. *Materialy meždunarodnyh seminarov učenyh i specialistov po voprosam podgotovki i povyšeniya kvalifikatsii naučnyh kadrov* [Documents of international seminars of researchers and specialists on problems of training and upgrading of scientific personnel]. At present the sixth volume in this series is under preparation.
□ *Opyt sotrudničestva stran-členov SEV v oblasti podgotovki i povyšeniya kvalifikacii naučnyh kadrov* [Experience of CMEA's member countries in co-operation on training of scientific personnel]. At present fifth volume in this series is under preparation.
□ *Spravočnik po voprosam podgotovki i povyše-*

niya kvalifikacii naučnyh kadrov stran-členov SEV [Reference book on problem of training and upgrading of research staff in CMEA's member countries]. (Every 5 years.)
12. Andrieshin, V.; et al. (eds.). *Opyt sotrudničestva stran-členov SEV po podgotovke naučnyh kadrov* [Experience of co-operation of CMEA's member countries in training scientific personnel]. CMEA, Moscow, 1979.

1. Standing Conference of Rectors, Presidents and Vice-Chancellors of the European Universities (CRE)
3. Standing Conference of Rectors, Presidents and Vice-Chancellors of the European Universities (CRE), 10, rue du Conseil-Général, CH - 1205 Geneva, Switzerland.
4. (22)/29 26 44.
5. 28380.
6. EURUNI, Geneva.
7. Prof. Gerrit Vossers, President (Technische Hogeschool, Eindhoven); Dr. Andris Barblan, General-Secretary.
8. With a constitution of its own, this is a non-governmental international organization (established in 1959), subject to Swiss law in accordance with Articles 60 et. seq. of the Swiss Code of Civil Law. It is registered with the Geneva Registry of Commerce.
9. 2½ full-time, including 1 full-time for General-Secretary.
10. CRE has as its objective the achievement and development of co-operation between the rectors and vice-chancellors, between the universities, and between teachers, research workers and students by:
(a) exchange of information among its members on all problems of common interest;
(b) presentation of its views and making recommendations on problems which concern the universities to governments and to national, international and supranational organizations, as well as to all those who have responsibility for these problems.
In agreement with its Statutes, CRE organizes conferences (twice a year), meetings and seminars on specific problems of management, administration and policy making in higher education institutions. In this context, CRE also publishes papers related to the topics of the meetings.
11. *CRE-Information*—bilingual quarterly in English and French.
12. *Dossier—Seventh General Assembly*, CRE, Geneva, 1979. (This publication is a handbook for the VIIth General Assembly of CRE, which was held from 13 to 17 August 1979 in Helsinki. The main part of the text consists of the papers on the general theme of the meeting: *The specific role of universities in a complex system of higher education.)*

1. Unesco—Division of Higher Education and Training of Educational Personnel
3. Unesco—Division of Higher Education and Training of Educational Personnel, 7, Place de Fontenoy, 75700 Paris, France.
4. 577 16 10.
5. 204461 Paris.
6. Unesco—Paris.
7. Mr. Amadou-Mahtar M'Bow, Director-General of Unesco; Mr. René Ochs, Director of the Division of Higher Education and Training of Educational Personnel.
8. Unesco.
9. (a) 26 (b) 13
10. The activities carried out in the field of higher education are mainly designed to promote in higher education the innovations necessary for it to contribute to the democratization of education, to development, and to the progress of science and technology, in accordance with the main lines of Unesco's action in the field of education. Such activities are organized along the following themes:
(a) encouragement of innovative trends in higher education;
(b) regional co-operation in the field of higher education;
(c) international co-operation in higher education;
(d) increased mobility of students, teachers and researchers, and recognition of studies and degrees.
12. Selective list of documents and publications (1967-1980):

I. Studies
☐ Abrahamsson, K.; Kim, L.; Rubenson, K. *A study of work experience as a substitute for formal academic entrance requirements.* 1980.
☐ Adamson, Colin. *Case study on alternative university structures in the United Kingdom.* 1978. [Also in French.]
☐ Bordia, Anil. *Innovation in Indian higher education.* 1978.
☐ Drouard, A. *L'enseignement post-secondaire des personnes engagées dans la vie active en France* [Post-secondary education of gainfully employed persons in France]. 1976.
☐ Durojaiye, M. *The contribution of African universities to the reform of education, notably as it concerns research on the development of the African child.* 1980. [Also in French.]
☐ Fussell, Diana; Quarmby, Andrew. *Study service—a tool for change in higher education.* 1976.
☐ Goodman, R. *Part-time tertiary education for employed persons in Australia.* 1976.
☐ Goodman, R. *Innovative approaches to post-secondary education in Australia, New Zealand, Papua New Guinea and Indonesia.* 1977.
☐ Kirpal, Prem; Tewari, C.P. *Contribution of post-secondary education to the training of rural*

development workers in India, Nepal and Sri Lanka. 1979.

☐ Sandor, S.; Istvane, S. *A comparative analysis of systems of admission to higher education in several European countries.* 1980.

☐ Severtsev, V. *Case study of the development of higher education in the USSR.* 1976. [Also in French and Russian]

☐ Soliman, A. *Case study on new trends in higher education in some countries of the Arab region.* 1976.

☐ Tymowski, Janusz. *Post-secondary education of persons already gainfully employed in several European socialist countries.* [Also in French]

☐ *Analytical report of the Director-General on the experience of Member States with study service in higher education and recommendations for Unesco's future role in this field.* 1979. [Also in other official languages of Unesco]

☐ *Analytical report on the nature and scope of activities Unesco might contemplate in connection with the experience of Member States with study service in higher education.* 1980. [Also in French]

☐ *Non-formal studies and courses in co-operation with industry at the Simon Bolivar University, Venezuela.* 1977. [Also in Spanish]

II. Publications

☐ Gimeno, José Blat; Ibañez, Ricardo Marin. *La formación del profesorado de educación primaria y secundaria — Estudio comparativo internacional* [Teacher training for primary and secondary education—international comparative study]. 1980.

☐ Guiton, Jean. *From equivalence of degrees to evaluation of competence: present procedures and practices, new avenues.* Unesco, 1977. [Also in French]

☐ MacKenzie, Norman; Eraut, Michael; Hywel, C. Jones. *Teaching and learning: an introduction to new methods and resources in higher education.* Unesco/IAU, 1976.

☐ Williams, Gareth. *Towards lifelong education: a new role for higher education institutions.* 1977.

☐ Unesco. *World guide to higher education: a comparative survey of systems, degrees and qualifications.* Unesco, Paris, 1976. [Also in French and Spanish]

☐ Unesco/IAU. *New trends and new responsibilities for universities in Latin America.* Unesco/IAU, 1980. [Also in French]

III. Documents of conferences and meetings

☐ *Committee of experts convened on making lifelong education a normal part of university life.* 1977. Final report; supplement to Final report.

☐ *Committee of experts on post-secondary education for persons gainfully employed.* London, 1976. Final report. [Also in French, Russian and Spanish]

☐ *Committee of experts to advise on the preparation of the preliminary draft convention on the recognition of studies, diplomas and degrees in higher education in Africa.* Dakar, 1977. Working document; Final report. [Also in French]

☐ *Committee of experts to define the outline of a preliminary draft convention on the recognition of studies, diplomas and degrees in higher education in Asia and Oceania.* New Delhi, 1979. Working document. [Also in French]

☐ *Expert meeting on the contribution of higher education to the reform of education in Africa.* Dakar, 1980. Working document. [Also in French]

☐ *International conference of States for the adoption of a convention on the recognition of studies, diplomas and degrees in higher education in the Arab and European States bordering on the Mediterranean.* 1976. Working document; Final report. [Also in Arabic, French and Spanish]

☐ *International conference of States for the adoption of the convention on the recognition of studies, diplomas and degrees in higher education in the Arab States.* Paris, 1978. Report of the Director-General; Final report. [Also in Arabic, French and Spanish]

☐ *International conference of States for the adoption of the convention on the recognition of studies, diplomas and degrees concerning higher education in the States belonging to the European region.* Paris, 1979. Report by the Director-General; Final report. [Also in French, Russian and Spanish]

☐ *Regional convention on the recognition of studies, diplomas and degrees in higher education in Latin America and the Caribbean.* Regional Committee, first session, Panama, 1977. Final report. [Also in French and Spanish]

☐ *Regional convention on the recognition of studies, diplomas and degrees in higher education in Latin America and the Caribbean.* Regional Committee, second session, Mexico City, 1979. Final report. [Also in French and Spanish]

☐ *Seminar on the problems involved in the setting up of new types of higher education and programmes in developing countries and regions.* Paris, October 1976. Summary of discussion; Supplement to summary of discussion. [Also in French]

☐ *Seminar to study formulae combining education, research and production in higher education.* Sofia, 1980. Working document. [Also in French]

☐ *Special committee of governmental experts responsible for preparing a draft convention on the recognition of studies, diplomas and degrees in higher education in States belonging to the European region.* Paris, 1978. Final report of the Director-General; Final report. [Also in French, Russian and Spanish]

☐ *Special committee of governmental experts to prepare the draft convention on the recognition of studies, diplomas and degrees in higher education in the Arab States.* Morocco, 1978. Working document; Final report. [Also in Arabic and French]

☐ *Special committee of governmental experts to prepare a draft convention on the recognition of studies, diplomas and degrees in higher education in the African States.* Paris, 1980. Final report. [Also in Arabic, French and Spanish]

☐ *Symposium on the practical contribution of institutions of higher education towards community development.* 1978. Working document; Summary of discussions; Final report.

☐ *Third session of the regional committee for the application of the regional convention on the recognition of studies, diplomas and degrees in higher education in Latin America and the Caribbean.* Ecuador, November 1980. [Also in French and Spanish]

IV. Mission reports

☐ Adamson, C.; Vasudevan, M.; Vorwerk, C. *Hashemite Kingdom of Jordan: development of Yarmouk University.* 1977.

☐ Berdahl, P.; Fordham, P.; London, J. *United States of America: evaluation of the Wayne State University's University Studies and Week-end College Programme.* 1977.

☐ Beynon, J.; Herman, J. *Yemen Arab Republic: planning Sana'a University.* 1978.

☐ Bligh, D. *Nepal: promotion of the Curriculum Development Centre at the Tribhuawan University.* 1978.

☐ Casadevall, A. *Portugal: modernisation de l'organisation et de la gestion des établissements d'enseignement supérieur* [Modernizing the organization and the management of higher education institutions].

☐ Cave, A.; et al. *Identification et évaluation d'un programme de formation sur place d'enseignants-chercheurs au niveau de la préparation du doctorat* [Identification and evaluation of an in-service training programme for teachers-researchers at post-graduate level]. 1978.

☐ Furter, P. *Un nouveau système régional d'enseignement supérieur de l'Université autonome de Chiapas* [A new regional higher education system of the Autonomous University of Chiapas]. 1976.

☐ Greig, J.W.; Rangaswami, G. *Somali Democratic Republic: post-graduate training and research programme at the Somali National University.* 1979.

☐ Hassan, I. *Kenya: establishment of guidance services at Kenyatta University College.* 1978.

☐ Howsden, A.L. *Democratic Republic of the Sudan: a study on the course-unit system at the University of Khartoum.* 1979.

☐ Hykin, D.H.W.; Ostergren, B. *Cyprus: the University of Cyprus: a feasibility study.* 1979.

☐ Johnson, F.C. *Kuwait: plan for a university development office.* 1974.

☐ Jozefowicz, A. *Syrian Arab Republic: the development of higher education in Syria until the year 2000.* 1980.

☐ McNulty, L.J. *Jordan: training of the Yarmouk University's administrative staff.* 1979.

☐ Narayan, D.S. *Syrian Arab Republic: organization of scientific research, University of Damascus.* 1977.

☐ Nassif, R. *Republica de Panama: curriculum en las universidades de Panama* [Curriculum in Panama's universities]. 1973.

☐ Vinterback, A. *Iran: development and evaluation of university curricula.* 1976.

1. Unesco Institute for Education (UIE)

3. Unesco Institute for Education (UIE), Feldbrunnenstrasse 58, 2000 Hamburg 13, Federal Republic of Germany.

4. 040/44 78 43.

6. Edinst Hamburg.

7. Dr. Ravindra H. Dave.

8. Unesco.

9. (a) 16 (b) 6

10. The Institute does not work directly in the field of higher education, but its work in the area of lifelong education does not totally exclude higher education either. The Institute does work in the field of teacher education which is, in many countries, a part of higher education.

Objectives of research:

(a) to understand and analyse the concept of lifelong education encompassing the formal, non-formal and informal systems of learning for different stages of the life cycle;

(b) to study the application of the principles of lifelong education in reforming curriculum development, evaluation and other substantive aspects of formal and non-formal education;

(c) to disseminate research findings and related information pertaining to these fields.

The main activities of the Institute include research, promotion, documentation and dissemination in the following areas: lifelong education; and curriculum development, evaluation, teacher education, non-formal education in the perspective of lifelong education.

11. *Awareness list on lifelong education*—published once or twice a year by UIE in co-operation with International Bureau of Education (IBE) in Geneva.

☐ *International review of education*—a quarterly journal in English, French and German.

☐ *Lifelong education bibliography*—3 issues per year.

☐ *UIE newsletter*—published once year.

12. UIE publications (1976-1980) of research documents include the following series.

Advances in lifelong education

☐ Cropley, A.J. *Lifelong education: a psychological analysis.* Oxford, Pergamon Press, and UIE, 1977.

☐ Cropley, A.J. (ed.). *Towards a system of lifelong education: some basic considerations.* Oxford, Pergamon Press, and UIE, 1980.

☐ Cropley, A.J.; Dave, R.H. *Lifelong education and the training of teachers.* Oxford, Pergamon Press, and UIE, 1978.

☐ Dave, R.H. (ed.). *Foundations of lifelong education.* Oxford, Pergamon Press, and UIE, 1976; and its Spanish edition: Dave, R.H. (ed.). *Fundamentos de la educación permanente.* Madrid, Santillana and UIE, 1979.

☐ Ingram, J.B. *Curriculum integration and lifelong education.* Oxford, Pergamon Press, and UIE, 1979.

☐ Skager, R. *Lifelong education and evaluation practice.* Oxford, Pergamon Press, and UIE, 1978.

☐ Skager, R.; Dave, R.H. (eds.). *Curriculum evaluation for lifelong education.* Oxford, Pergamon Press, and UIE, 1977.

UIE monographs

☐ Botti, M.; Carelli, M.D.; Saliba, M. *Basic education in the Sahel countries.* UIE, 1977; also in French: Botti, M.; Carelli, M.D.; Saliba, M. *L'éducation de base dans les pays du Sahel.* UIE, 1977.

☐ Cropley, A.J. (ed.). *Lifelong education: a stocktaking.* UIE, 1979.

☐ Hameyer, Uwe. *School curriculum in the context of lifelong learning.* 1979.

☐ Lynch, James. *Lifelong education and the preparation of educational personnel.* 1977. Also in French and Spanish: Lynch, James. *L'éducation permanente et la préparation du personnel enseignant.* UIE, 1977. Lynch, James. *La educación permanente y la preparación del personal docente.* UIE, 1977.

☐ Patel, V.; Shukla, N.N.; Vleit, W. van (eds.). *Lifelong education and community learning: three case studies in India.* UIE, 1978.

UIE case studies

☐ Díez Hochleitner, R.; Tena Artigas, J.; García Cuerpo, M. *Educación y trabajo en la reforma educativa española* [Education and employment in the Spanish educational reform]. In: Experiencias e innovaciones en educación. No. 42. BIE/IUE, Paris, Unesco, 1980. [Also in English.]

☐ Díez Hochleitner, R.; Tena Artigas, J.; García Cuerpo, M. *La reforma educativa española y la educación permanente.* In: Experiencias e innovaciones en educación, No. 31. BIE/IUE, Paris, Unesco, 1977. [Also in English and French]

☐ Hinzen, H.; Hundsdörfer, V.H. (eds.). *Education for liberation and development: the Tanzanian experience.* London, Evans Brothers and UIE, 1979.

Øygarden, Sverre; Svartdal, Olav. *The Forsøksgymnaset, Oslo, Norway, in the perspective of lifelong education.* UIE, 1979.

☐ Rist, Georg; Schneider, Peter. *Integrating vocational and general education: a Rudolf Steiner School.* UIE, 1979.

☐ White, Robert. *An alternative pattern of basic education: Radio Santa Maria.* In: Experiments and innovations in education, No. 30. IBE/UIE, Paris, Unesco, 1976. [Also in French and Spanish]

1. World Association for Educational Research (WAER)/Association mondiale des sciences de l'éducation (AMSE)

3. World Association for Educational Research (WAER), General Secretariat, Henri Dunantlaan 1, B-9000 Ghent, Belgium.

4. 091/25 66 50 or 091/24 09 74.

7. Prof. M.-L. van Herreweghe, President.

9. (a) 30 (b) professionals: 25

10. The aim of this non-profit Association, with regard to research on higher education, is to foster its development on an international level. It pursues this goal by the organization of international congresses, by the publication of scientific works or by the promotion of such publication, by exchange of information among its members or with third parties such as Unesco, by establishing centres of liaison, as well as by any other appropriate lawful means.

11. *Communications.*

12. Selective list:

☐ Herreweghe, M.-L. van, ed. *Proceedings of the VIIth World Congress of the International Association for the Advancement of Educational Research—Gent, Belgium, July 25-29, 1977—Self-realization through education.* 1978.

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Instituut voor Onderzoek van het Wetenschappelijk Onderwijs (IOWO), Katholieke Universiteit, Nijmegen, *p. 73*
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CODIFICACION

Instituciones nacionales

Los datos individuales concernientes a las instituciones dedicadas a la investigación sobre enseñanza superior son presentados por orden alfabético, país por país. La información se organiza según el código siguiente:

1. Nombre oficial de la institución.
2. Traducción al inglés del nombre de la institución.
3. Dirección.
4. Número de teléfono.
5. Número de telex.
6. Dirección telegráfica.
7. Director o responsable de la institución.
8. Organismo del cual depende administrativamente la institución.
9. Personal: a) total; b) profesionales.
10. Principal campo de investigación.
11. Usuarios para los que se creó la institución: a) responsables encargados de definir las políticas; b) administradores; c) planificadores; d) investigadores; e) profesores; f) estudiantes de educación. Otras categorías se especifican separadamente.
12. Objetivos de la investigación emprendida por la institución: a) asistencia a la administración de la enseñanza; b) servicios de consulta; c) circulación relativa de la información; d) cumplimiento parcial de los requisitos para obtener un diploma; e) preparación de cursos; f) preparación de bibliografía.
13. ¿Responde la institución a peticiones de información provenientes del extranjero?
14. Títulos de las publicaciones periódicas.
15. Títulos de libros, estudios, monografías u otras publicaciones aparecidas en el curso de los tres o cuatro últimos años (excluyendo artículos publicados en revistas científicas de otras instituciones o en informes de conferencias).
16. Principales temas de investigación y estudios en curso.

Organizaciones internacionales

En lo que respecta a los datos sobre las organizaciones e instituciones de carácter internacional dedicadas a la investigación sobre enseñanza superior, las informaciones son presentadas según el siguiente código:

1. Nombre oficial de la organización o de la institución.
2. Traducción al inglés del nombre de la organización o de la institución.
3. Dirección.
4. Número de teléfono.
5. Número de telex.
6. Dirección telegráfica.
7. Director o responsable de la organización o de la institución.
8. Organismo del cual depende administrativamente la institución (si correspondiera).
9. Personal: a) total; b) profesionales.
10. Objetivos y principales campos de actividad, particularmente en materia de investigación sobre enseñanza superior.
11. Títulos de las publicaciones periódicas.
12. Título de libros, estudios, informes, monografías u otras publicaciones aparecidas en los últimos tres o cuatro años.

Los nombres originales de las instituciones de Bulgaria, Israel y la URSS se dan transcriptos.

Se incluye la traducción en inglés de las publicaciones que originariamente no son en inglés.

Si en determinada rúbrica el informante no suministró ningún dato, se suprimió la rúbrica.

КЛАССИФИКАТОР

Национальные учреждения

Отдельные материалы об учреждениях, ведущих исследования в области высшего образования, представлены по странам в алфавитном порядке. Информация публикуется по следующей схеме:

1. Официальное название учреждения.
2. Перевод названия учреждения на английский язык.
3. Адрес.
4. Номер телефона.
5. Номер телекса.
6. Адрес для телеграмм.
7. Директор или руководитель учреждения.
8. Кому административно подчиняется данное учреждение.
9. Количество сотрудников: а) общее; б) специалистов.
10. Основные области исследований.
11. Кому предназначены материалы, подготовленные в данном учреждении: а) руководителям высшего образования; б) административным работникам; в) плановикам; г) научным работникам; д) преподавателям; е) студентам. Других указать отдельно.
12. Задачи исследований, проводимых в учреждении: а) помогать организации обучения; б) для консультации; в) распространение информации; г) частичное выполнение требований для получения ученой степени; д) подготовка курсов; е) составление библиографий.
13. Отвечает ли учреждение на запросы из-за рубежа.
14. Названия периодических изданий.
15. Названия книг, трудов, монографий и других публикаций, выпущенных за последние 3-4 года (исключая статьи, опубликованные в научных журналах других учреждений или материалы участия в совещаниях).
16. Главные темы текущих исследований или обзоров.

Международные организации

Что касается материалов о международных организациях и учреждениях, ведущих исследования в области высшего образования, то информация о них дается по следующей схеме:

1. Официальное название организации или учреждения.
2. Перевод названия организации или учреждения на английский язык.
3. Адрес.
4. Номер телефона.
5. Номер телекса.
6. Адрес для телеграмм.
7. Директор или руководитель организации или учреждения.
8. Кому административно подчиняется данное учреждение (в случае, если такая подчиненность существует).
9. Количество сотрудников: а) общее; б) специалистов.
10. Цели и основные области исследований, в частности в отношении изучения проблем высшего образования.
11. Названия периодических изданий.
12. Названия книг, трудов, докладов, монографий и других изданий, опубликованных за последние 3-4 года.

Названия учреждений в Болгарии, Израиле и СССР даются латинским шрифтом.

Что касается названий публикаций не на английском языке, то они приводятся в переводе на этот язык.

CODIFICATION KEY

National institutions

The individual entries on institutions engaged in research on higher education are presented alphabetically country by country. The key, under which the information is presented, is the following:

1. Official name of the institution.
2. Translation of the title of the institution into English.
3. Address.
4. Telephone number.
5. Telex number.
6. Cable address.
7. Director or head of the institution.
8. Organization on which the institution depends administratively.
9. Size of staff: (a) total; (b) professionals.
10. Main field of research.
11. Type of users for which the institution was established: (a) policy makers; (b) administrators; (c) planners; (d) researchers; (e) teachers; (f) students of education. Others are specified separately.
12. Objectives of the research carried out in the institution: (a) serving educational administration; (b) consultation services; (c) relative dissemination of information; (d) partial fulfilment of degree requirements; (e) preparation of courses; (f) preparation of bibliographies.
13. Does the institution answer foreign enquiries?
14. Titles of periodical publications.
15. Titles of books, studies, monographs and other publications issued in the last 3-4 years. (Does not include articles published in scientific journals of other institutions or in conference proceedings.)
16. Major current themes of research and surveys.

International institutions

With regard to entries on international organizations and institutions engaged in research on higher education, the key under which the information is presented is as follows:

1. Official name of the organization or institution.
2. Translation of the title of the organization or institution into English.
3. Address.
4. Telephone number.
5. Telex number.
6. Cable address.
7. Director or head of the organization or institution.
8. Organization on which the institution depends administratively (if applicable).
9. Size of staff: (a) total; (b) professionals.
10. Objectives and main areas of activity, especially with regard to research on higher education.
11. Titles of periodical publications.
12. Titles of books, studies, reports, monographs and other publications published in the last 3-4 years.

The original names of the institutions in Bulgaria, Israel and USSR are presented in transliterated form.

With regard to the titles of publications which are not in English, their English translation is given.

Where no information was provided by the respondent concerning a particular entry, that entry has been omitted.

CODIFICATION

Institutions nationales

Les données individuelles concernant les institutions engagées dans la recherche sur l'enseignement supérieur sont présentées par ordre alphabétique, pays par pays. Les renseignements se répartissent selon le code suivant:

1. Dénomination officielle de l'institution.
2. Traduction en anglais du titre de l'institution.
3. Adresse.
4. Numéro de téléphone.
5. Numero de télex.
6. Adresse télégraphique.
7. Directeur ou responsable de l'institution.
8. Organisme dont dépend l'institution du point de vue administratif.
9. Nombre d'employés: a) total; b) spécialistes.
10. Principal domaine de recherche.
11. Utilisateurs pour lesquels l'institution a été mise en place: a) responsables chargés de définir les politiques; b) administrateurs; c) planificateurs; d) chercheurs; e) professeurs; f) élèves-professeurs. Les autres catégories sont désignées séparément.
12. Objectifs de la recherche entreprise par l'institution: a) assistance à l'administration de l'enseignement; b) services consultatifs; c) circulation relative de l'information; d) réalisation partielle des conditions requises pour l'obtention d'un diplôme; e) préparation de cours; f) préparation de bibliographies.
13. L'institution répond-elle aux demandes de renseignements en provenance de l'étranger?
14. Titres des publications périodiques.
15. Titres des livres, études, monographies et autres publications parus au cours des 3-4 dernières années (à l'exclusion des articles publiés dans les revues scientifiques, d'autres institutions ou des comptes rendus de conférences).
16. Principaux sujets de recherches et d'études en cours.

Organisations internationales

En ce qui concerne les données sur les organisations et institutions à caractère international engagées dans la recherche sur l'enseignement supérieur, les renseignements sont présentés selon le code suivant:

1. Dénomination officielle de l'organisation ou de l'institution.
2. Traduction en anglais du titre de l'organisation ou de l'institution.
3. Adresse.
4. Numéro de téléphone.
5. Numéro de télex.
6. Adresse télégraphique.
7. Directeur ou responsable de l'organisation ou de l'institution.
8. Organisme dont dépend l'institution du point de vue administratif (le cas échéant).
9. Nombre d'employés: a) total; b) spécialistes.
10. Objectifs et principaux domaines d'activité, tout particulièrement en matière de recherche sur l'enseignement supérieur.
11. Titres des publications périodiques.
12. Titres des livres, études, monographies et autres publications publiés dans les 3-4 dernières années.

Les noms d'origine des institutions en Bulgarie, Israël et URSS sont donnés sous une forme transcrite.

Une traduction en anglais est donnée pour les titres des publications qui ne sont pas en anglais.

Lorsqu'un répondant n'a fourni aucune donnée concernant une rubrique particulière, cette rubrique a été supprimée.